



POLICY: Child Protection and Safeguarding Policy

STATUTORY: Yes

DATE AGREED: 16/7/19

REVIEW DATE: 16/7/20

RESPONSIBLE MEMBER OF STAFF: Andy Williams

GOVERNOR COMMITTEE: Personnel and Welfare (approval FGB)

SIGNED HEADTEACHER: A Evans

SIGNED CHAIR OF GOVERNORS: D Hiley



CHILD PROTECTION AND SAFEGUARDING POLICY

At John Masefield, safeguarding our students and staff is of paramount importance. Whilst the Designated Safeguarding Lead has the responsibility for monitoring and co-ordinating child protection and safeguarding at JMHS we expect all members of the school community to be vigilant and to ensure that the safety of all is the most important priority. We expect all members of the school community to operate an 'it could happen here' mentality and therefore we expect all staff to be alert to potential signs that a young person is at risk.

This policy has been developed in accordance with the principles of the following documents:

- Working Together to Safeguard Children (DfE March 2015);
- The Education Act 2002 s175/s157;
- Dealing with Allegations of Abuse (DfE 2012);
- Keeping Children Safe in Education; information for all schools and college staff (DfE September 2016).

This policy also incorporates guidance from agencies such as CEOP and the NSPCC.

All the above documents and the regional implementation are found at:

<http://westmidlands.procedures.org.uk/>

Key Post Holders (September 2018)

Designated Safeguarding Lead (DSL): Andy Williams, Assistant Headteacher
safeguarding@jmhs.hereford.sch.uk

Deputy Designated Safeguarding Lead (DDSL): Dean Wyatt, Senior House Leader
safeguarding@jmhs.hereford.sch.uk

Designated Looked After Child Teacher (DLAC): Andy Williams, Assistant Headteacher
andy.williams@jmhs.hereford.sch.uk

Designated Safeguarding Governor: Dr Debs Hiley
chair@jmhs.hereford.sch.uk

Scope

If you have any questions or concerns about this policy, or about safeguarding in general, you should speak to the Designated Safeguarding Lead (DSL).

The school has a responsibility and duty to always put the needs of the child first. The Child Protection and Safeguarding policy should help to enable cases of suspected or identified abuse to be properly considered and pursued. All adults, including temporary staff, volunteers and governors at John Masefield High School are expected to put this policy into practice in their work with students at all times.

All staff who work at John Masefield High School receive formal refresher training at least every two years. Updates of training will take place on an annual basis. Training will be provided by the Designated Safeguarding Lead to any new or temporary member of staff as part of their induction. A log of completed training will be maintained by the HR Manager.

All staff, governors and volunteers must possess an enhanced DBS clearance before beginning work at JMHS.

Definition

This policy adopts the definition used in 'Keeping Children Safe in Education' (2016) which focuses on safeguarding and promoting children and young people's welfare and can be summarised as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

The aims of this policy are:

1. To support the development of every child and to ensure that JMHS is an environment where children and young people feel safe, secure, valued and respected.
2. To ensure that every child and young person is confident to approach any member of staff and know that their concerns will be listened to and respected.
3. To ensure that the curriculum and assembly content develop an understanding of safeguarding throughout the school.
4. To ensure that through effective training all staff are able to recognise key indicators and know how to respond to signs of concern or disclosures of concern.
5. To ensure that all concerns are logged and monitored and that effective communication occurs within school as well as with appropriate agencies and families where applicable.
6. To ensure appropriate and personalised plans are developed and monitored to support individuals alongside, where appropriate, parents and outside agencies.
7. To ensure that all staff working at JMHS have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory enhanced DBS check. A central staff file will be kept and maintained by the schools Personnel Officer to this effect.

This policy will be displayed on the John Masefield High School website and parents/carers can be provided with a paper copy on request.

Definitions of abuse

NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in significant impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.

PHYSICAL ABUSE

This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child.

SEXUAL ABUSE

This involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. The activities may also include non-contact activities such as encouraging children to behave in sexually inappropriate ways.

EMOTIONAL ABUSE

The persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

PEER ON PEER ABUSE

Peer on peer abuse is when any of the categories of abuse take place between students e.g. sexting, sexually abusive actions or committing a hate crime. JMHS treats any allegations or disclosures of abuse as the highest priority and therefore we will act accordingly regardless of the age of the person(s) involved in the alleged abuse. JMHS will deal with any allegations of peer on peer abuse in line with guidelines provided by HCSB and West Mercia Police.

DOMESTIC VIOLENCE

Children who witness or experience domestic violence are likely to suffer emotional harm and may be vulnerable to other forms of abuse and bullying. JMHS will work with relevant external agencies for students who witness or experience domestic violence.

ON-LINE SAFETY

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk;

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with other users; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

We support students through ICT and PSHE sessions, assemblies and through bespoke sessions led by outside agencies. All students joining the school will sign the Acceptable User Policy (AUP) which includes clear expectations on on-line safety. As staff, parents and governors, the following websites may also be useful:

www.thinkuknow.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.childnet.com/cyberbullying-guidance

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

Recognising the indicators of abuse

Staff and Governors should be familiar with the signs and symptoms of abuse whilst also being aware that the signs are ambiguous and could have many causes. There may be no outward signs at all but a combination of factors can build up a picture of a child at risk. Here are some likely indicators but the training given to staff will include key indicators and signs to be wary of such as:

- Unexplained injuries with inconsistent/unlikely explanations;
- Indications that a child is fearful of an adult/adults or certain situations;
- Noticeable change in behaviour, moods or appearance;
- Frequent visits to the medical room or toilets;
- Deterioration in concentration or behaviour;
- Sexualised behaviour inappropriate to the child's age or stage of development.

All staff must be aware that they should raise a concern regardless of whether they have identified a key indicator or not.

Indicators of abuse are not exhaustive. All staff must operate a safety first approach and report all concerns, no matter how small or seemingly insignificant they may be.

The following website is useful for further information on recognising the indicators for abuse:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

How to deal with Disclosure

Members of staff, volunteers and governors are in a unique position to observe the behaviour of young people over time, and often develop close and trusting relationships with the young people. If ever any concern, either suspected or evidenced, is raised then it must be reported immediately to the Designated Safeguarding Lead and Deputy Safeguarding Lead through the email address: safeguarding@jmhs.hereford.sch.uk or in person. Information provided should include the details of the concern (include dates, location and what was disclosed) and any action already taken. A concern should be reported promptly. If, in the event of an emergency, neither of these people can be contacted a member of the school's leadership team or any House Leader should be informed.

Staff Must:

- Make it clear to the student that conversations are not confidential;
- Information disclosed by the child in confidence may have to be acted upon and shared with other people;
- Information should be shared in a timely, appropriate and sensitive manner.

All staff need to be alert to the signs of abuse (physical, sexual, emotional, neglect), self-harm, pregnancy, concerns about possible 'forced' marriages, female genital mutilation, child sexual exploitation, pupils at risk of being influenced by extremism/radicalisation and young carers at risk of socio-economic factors which may affect their development.

Reporting a safeguarding or child protection concern can be difficult for staff. It is essential therefore that support is offered to any member of staff who raises a concern. Typically this support will be provided by a member of the School Leadership Team.

If during any meeting a member of staff is concerned that they may be vulnerable or are in any way concerned they should ensure that a member of the SLT supports them.

Support for the student following a disclosure/ reported concern

When a concern is reported to the DSL they will make the decision based on their training and experience about how to proceed. The key principle will be to ensure the safety of the young person/persons. In the first instance the DSL will refer to the Herefordshire Levels of Need to ascertain the level of support required.

The information below is based on national government guidance and shows how different levels of need should be addressed:

Level 1 – Universal services

No additional action needed.

Level 2 – Targeted services (additional needs)

Consider assessment using Early Help Assessment (EHA).

Levels 3/4 – Specialist Services (acute/complex needs)

Consider referral using multi-agency referral form often following a discussion with MASH education.

Support for students

Following an initial meeting with the student and where appropriate, parental contact made, the decision will be made on how best to support the student.

- Level 1 -** Low-level concerns may result in tutors, House Leaders or other identified member of staff under the guidance of the DSL to monitor and review the situation for each student on a regular and timely basis to ensure there has been no further escalation of concerns. For such students additional in-house support of the school nurse and counselling and/ or external support from the GP/ CLD may be accessed.
- Level 2 -** Concerns that are beyond the remit of the school may involve the need to engage with outside agencies for their expertise and support. An EHA may be used to support this and the EHA (with parental agreement) may be explored at the Family Network Meetings (FNM) to identify the best support available to meet the needs of the child. A period of meetings and monitoring will take place to support the family in meeting the outcomes identified by the EHA.
- Level 3/4 -** There may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child. In this instance the police and/or MASH (Multi Agency Safeguarding Hub) team may be contacted and a MASH referral submitted.

Following a referral, MASH have a duty to decide (within one day) on action to be taken and to inform the referrer of that decision. If deemed to be a Child Protection Safeguarding issue a core assessment will be carried out and information about the child will be sought from school and other agencies.

Whenever there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm, a Strategy Discussion/Meeting will be called. A representative from the school should attend. If a school representative is unable to attend, documents will be sent to the meeting and an educational representative from MASH would represent the school.

If staff have any questions about procedures the Designated Safeguarding Lead should be contacted. If this fails to bring a satisfactory response the member of staff should consult with HSCB guidelines (<https://herefordshiresafeguardingboards.org.uk/hscb>) or contact the MASH team.

Support for the family/carers

The school's responsibility is to put the needs of the young person first however this does not preclude support for the family or carers. The school can show support in the following ways:

- Reassurance that the information will be kept private or an honest explanation if another member of staff or person from another agency needs to know information in order to help the young person;
- Ensure that the family are signposted to any external agency support that is appropriate;
- The school will ensure regular communication with the parents/carers and ensure that concerns are listened to and views respected.

Procedures for dealing with allegations against members of staff

When there has been an allegation regarding a member of staff where an individual may have:

- Behaved in a way that has harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

The Headteacher or Deputy Headteacher should be made aware of any allegation as a matter of urgency. They must contact the Local Authority Designated Officer (LADO) within 24 hours to report any concern. In the absence of either being able to do this a member of the SLT should contact the LADO. If the concern is about the Headteacher the Chair of Governors should be contacted, who will in turn contact the LADO.

Concerns raised about staff are detailed in the Whistleblowing policy. If you believe that any member of the senior leadership team (other than the Headteacher) is involved you should approach the John Masefield High School Chair of Governors and/or the John Masefield High School HR Officer.

If the allegation concerns the Head teacher, the member of staff receiving the allegation MUST speak immediately to the Local Authority's Designated Officer, or, if unavailable, the Head of Service. Additionally, the Chair of Governors must be notified.

Support for Staff where an allegation has been made against them

Anyone who is subject to an allegation may find it stressful and must be offered support. It would be appropriate for the staff member to seek advice, typically from a Trade Union. JMHS will provide a named support person who will keep the staff member informed of the progress of any investigation.

Safer Recruitment

JMHS operates safer recruitment procedures and ensures appropriate checks are carried out on all new staff and relevant volunteers. All interview panels have at least one member of staff who is safer recruitment trained. An accurate Single Central Record is maintained by the HR Officer and is routinely monitored and scrutinised by the Headteacher to ensure compliance.

Procedures for dealing with students in specific circumstances:

Female genital mutilation (FGM)

Female genital mutilation (FGM) is a procedure that intentionally alters or injures the female genital organs for non medical reasons. It is illegal in the UK.

If any member of staff is concerned about FGM they must immediately report it to the Designated Safeguarding Lead or Deputy Safeguarding Lead in their absence. If it is discovered that an act of FGM has taken place on a female under the age of 18 the police must be contacted.

There are a number of indicators for staff to be wary of such as lengthy absence from school, behaviour change following a holiday abroad, reluctance to take part in physical activity or secretive behaviour. As always there is no set list of definitive indicators so it is essential that any concern is passed immediately to the DSL for consideration.

Child Sexual Exploitation (CSE) and grooming

Keeping children safe in Education 2016 defines CSE as *exploitative situations, contexts and relationships where young people receive something as a result of engaging in sexual activities. What marks out exploitation is an imbalance of power in the relationship.*

Grooming is an integral component in CSE and it is therefore vital that all staff at JMHS ensure that they are alert to the signs of CSE and grooming. Any concerns must be immediately passed to the Designated Safeguarding Lead or in their absence a member of the SLT. This concern does not need to be evidenced and will always be treated as the highest priority. Any information will be passed onto the MASH team as an urgent CSE concern and JMHS will liaise with agencies as appropriate.

Students at risk of CSE (grooming) may display any of the signs such as changing physical appearance, unexplained defensive reactions, suddenly appearing to have unexplained or expensive items, staying out late, disappearing or truanting from school, unsafe use of social media and the internet, including 'sexting' or injury or marks without explanation. It is essential that these are for guidance purposes only as no exhaustive list is ever possible.

http://hscb.herefordshire.gov.uk/docs/HSCB_Signs_and_indicators_of_Sexual_Exploitation_and_Trafficking.pdf

Radicalisation and Extremism

The Counter- Terrorism and Security Act 2015 '*places a duty on specified authorities, including local authorities and childcare, education and other children's services providers ... to have due regard to the need to prevent people from being drawn into terrorism*'.

John Masefield will promote British Values in all aspects of school life and will highlight and celebrate positive engagement with these values. It is important for us to be constantly vigilant working on the assumption that 'it could happen here'.

If there are any concerns that any member of the school or local community could be at risk of radicalism or is suspected as being involved in radicalism then this must be immediately reported to a member of the SLT.

Indicators of vulnerability may include the student being distanced from their cultural/religious heritage and experiencing discomfort about their place in society or may be experiencing family tensions. They may have dissociated from their existing friendship group and become involved with a new and different group of friends. They may be searching for answers to questions about identity, faith and belonging.

More critical risk factors could include the student being in contact with extremist recruiters, accessing violent extremist websites (especially those with a social networking element), justifying the use of violence to solve societal issues, significant changes to appearance and/or behaviour or experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

As always staff must be alert to any factor that they consider to be a risk and therefore no definitive list is possible. It is therefore absolutely essential that the designated member of staff for PREVENT at the LA should be contacted immediately with any concerns regarding radicalisation. The Deputy Designated Safeguarding Lead is responsible for leading the PREVENT agenda at JMHS and will make a referral to the 'channel' process (currently Neville Meredith nmeredith@herefordshire.gov.uk at Herefordshire Council 01432 383628). If the Deputy DSL is not available a member of the SLT must be immediately contacted.

Curriculum approaches to prevention

Safeguarding is much more than knowing what to suspect and how to respond if disclosures of abuse are made. The school has a vital role to play in preparing youngsters to resist abuse and to become responsible, caring and confident adults. Through school Assemblies, PSHE and the curriculum all Faculty Leaders should ensure that schemes of work reflect the importance of child protection and safeguarding.

Recording and Keeping Information

Child protection records are securely maintained by the DSL. Access to any record or information will be on a 'need to know' basis. Staff who have any questions or concerns should contact the Designated Safeguarding Lead who will provide any additional information where required and appropriate.

Monitoring

It is the responsibility of every member of staff to be aware of the potential signs of a safeguarding concern and ensure that these are shared appropriately and treated as a matter of the highest concern.

Monitoring Attendance

Pastoral staff will review attendance on a regular basis. Parents/carers of students with low-attendance or sessions of unexplained absence will be invited in to school to discuss attendance concerns as students who are persistently absent from school and are potentially unsupervised, are at increased vulnerability to a multitude of safeguarding risks including and not exhaustively on-line safety, CSE and radicalisation and extremism. Where concerns are realised, the school will put supportive measures in place including attendance support plans, referrals to the school nurse, counselling and where appropriate relevant external agencies may be contacted including the police, CAMHS (Child and Adolescent Mental Health Service), MASH (Multi Agency Safeguarding Hub) and CLD Counselling services.

Looked After Children

If the student is a Looked After Child (LAC), all staff closely involved with him/her should know this, as it may affect practical matters such as who meets the child from school, permission to go on outings, parents' evenings, etc. There is a need for sensitivity and discretion in handling such matters. Looked after children are potentially especially vulnerable and therefore it is essential that relevant staff are aware of their needs and specific barriers so that excellent support is provided to the child or young person. The Designated Looked After Child (DLAC) member of staff has responsibility for liaising with relevant agencies for LAC students.

Transition

The Year 6 co-ordinator will visit the primary schools during the summer term to discuss the entry of Year 6 students. The school will ensure that any child on a child in need or child protection plan receives the support that they require and that any agencies working with the family are made aware of the transition so that they can continue to support the student, their family and JMHS.

The Sixth Form Leadership Team will meet with the DSL and DDSL in September to discuss any students who may require additional support due to safeguarding concerns. This information will remain confidential and will only be used to support the student to achieve their full potential, academically, socially and emotionally.

Support for Staff who report a safeguarding issue

Coping with safeguarding requires not only knowledge of signs, symptoms and procedures but also awareness that involvement in the process can bring heavy practical and emotional burdens. It is therefore essential that staff are offered support if they require it and that the support remains in place for as long as required. If support cannot be provided at JMHS then the services of an outside agency to ensure that the member of staff is effectively supported will be enlisted.

Guidance for staff

Any member of staff, volunteer or governor must adhere to the JMHS safeguarding policy as part of their work. It is essential that safe working practice is adopted at all times and that training and induction ensures clarity about the expectations of the school.

At all times staff, volunteers and governors must operate the highest standards of conduct and must consider their own safety and the safety of others. In order to achieve this practical advice includes:

- Ensure that the JMHS safeguarding policy is understood and carried out. Any questions about the policy should be directed to the Designated Safeguarding Lead;
- Ensure that you are not alone with a student if at all possible. If this is unavoidable ensure someone knows where you are, that a door is open and that you are visible;
- Ensure that you do not make physical contact with a young person and that when speaking to them that you are always appropriate in your communication and conduct;
- Ensure any relevant documentation is completed, for example risk assessments, and EVOLVE forms and the use of the accident book;
- Do not take unnecessary risks;
- Ensure that you wear your identification badge at all times whilst on site;
- Ensure that you understand the school evacuation procedures;
- Ensure any concerns over site safety are reported to the School Business Manager.

Role of Parents

Parenting young adults can be a very challenging time, allowing them to develop as independent individuals yet safeguard the risks exposed to them on a daily basis requires skill and due diligence. Here are a few ideas that parents can deploy to support your children:

- Be aware of online activity: ensure privacy settings are in place, check search history, monitor and minimise time spent online;
- Ensure high attendance at school;
- Be open to changes in mood, appearance, hygiene;
- Don't accept inappropriate behaviours as 'acceptable' teenage behaviour;
- Talk to the school about any concerns; all concerns will be treated in a non-judgemental way;
- Ensure school is aware of any social, emotional or physical difficulties so we can support your child appropriately e.g. bereavement, family illness, stressful changes in circumstance, student ill health.

Medical Health Care Plans (MHCP) and Education Health Care Plans (EHCP)

At JMHS we support students who are vulnerable & especially those in receipt of EHC/MHCP. These plans are developed with suitably qualified professionals including educational psychologists, medical practitioners & JMHS staff (led by SENDCO & team) - this enables appropriate professional advice to guide JMHS staff to develop the optimum learning environment for our students. We greatly value parent/ carer input as always but it is imperative that the plans are led by professional guidance to ensure we maximise student potential and wellbeing.

Role of Governors

The governing body should be fully aware of their responsibilities with regards to child protection. Whilst there is a designated child protection governor it is the responsibility of all governors to ensure this policy is effectively implemented and updated annually. Training will be provided to governors to ensure they have effective understanding of safeguarding policy and practice at JMHS.

The designated safeguarding governor has the responsibility of meeting with the Designated Safeguarding Lead to review the safeguarding log and to discuss any relevant issues. This review will be carried out at least once per half term.

Evaluation of the Safeguarding policy

The Safeguarding policy should be updated on an annual basis. Each time a safeguarding issue arises the policy should be checked so as to ensure it successfully meets the needs of the students at JMHS. In light of any such check the policy would be expected to be immediately amended where required. The responsibility for the update and evaluation is that of the Designated Safeguarding Lead and designated governor for safeguarding.

Supervision

Supervision is provided by the Headteacher and the Chair of Governors on a termly basis.

Links to relevant policies

Anti-bullying Policy
Behaviour for Learning Policy
Positive Handling Policy
SEND Policy
Supporting Students with Medical Needs
Staff Code of Conduct
Whistleblowing Policy

Contact Detail

Local Authority Designated Officer (LADO)	Terry Pilliner 01432 261739 https://herefordshiresafeguardingboards.org.uk/herefordshire-safeguarding-children-board/for-professionals/policies-and-procedures/#lado
Current Safeguarding Lead	Designated Andy Williams (Assistant Headteacher) safeguarding@jmhs.hereford.sch.uk
Current Deputy Safeguarding Lead	Designated Dean Wyatt (Senior House Leader - ESLT) safeguarding@jmhs.hereford.sch.uk
Chair of Governors	Dr Debs Hiley chair@jmhs.hereford.sch.uk
HR Manager	Clare Hetherington Clare.hetherington@jmhs.hereford.sch.uk
Designated Governor for Safeguarding	Dr Debs Hiley chair@jmhs.hereford.sch.uk
Multi Agency Safeguarding Hub (MASH)	Anne-Marie Kemp and Liz Anstey 01432 260800
Police child protection team	01905 332047 or 01905 331049
Director of Children's Services	Chris Baird cbaird@herefordshire.gov.uk

Prepared by Andy Collard and Dean Wyatt, July 2018
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John Masefield High School and Sixth Form Centre
Registered Office: Mabel's Furlong, Ledbury, Herefordshire HR8 2HF
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