

OVERVIEW

Balcarras School is committed to the safeguarding of all pupils at Balcarras School. Our aim is to ensure that all pupils are safe in our school and that measures are in place to support any child who is at risk of harm. This policy should be read alongside the School's

- Child Protection Policy
- Safeguarding & Safer Working Practice Protocol
- Bullying Policy
- Complaints Procedure
- Whistle Blowing Procedure
- Behaviour Policy
- Health and Safety (and Fire) Policy
- SEND and Inclusion Policy

and other relevant documentation.

Governor's Committee Responsibility:	Community Governors
Safeguarding Governor:	Sarah Holtom-Fawcett
Designated Safeguarding Lead (DSL):	Neil Baxter
DDSL:	Jeanette Corinaldi

This policy will be reviewed annually.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2013, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance reflects guidance in the document 'Keeping Children Safe in Education' 2016.

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's protection and welfare are our paramount concerns.

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

THE AIMS OF THIS POLICY ARE:

1. To support the child's development in ways that will foster security, confidence and independence.

2. To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
3. To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
4. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
5. To emphasise the need for good levels of communication between all members of staff.
6. To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
7. To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
8. To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check, and a central record is kept for audit.

SAFE SCHOOL, SAFE STAFF

We will ensure that:

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

1. there is a Child Protection policy together with a code of conduct for employees
2. the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
3. the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
4. a senior leader has Designated Safeguarding Lead (DSL) responsibility
5. on appointment, the DSLs undertake all of the necessary training to fulfill the role

6. all other staff have Safeguarding training updated as appropriate
7. all staff are provided with part 1 of KCSIE
8. any weaknesses in Child Protection are remedied immediately
9. a member of the Governing Body has overall responsibility for safeguarding
10. Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website
11. that enhanced DBS checks are in place for the Chair of Governors

EARLY HELP

Staff understand the importance of Early Help in assisting any pupil. Staff will always inform the DSL or a Head of House immediately whenever they have concerns about a child.

The pastoral team is committed to helping all pupils, including those that are most vulnerable, to achieve their potential. When a member of staff passes on a concern, the pastoral team will ensure that every issue is considered carefully and appropriate help and advice is provided.

If additional support is required, or external agencies need to be involved in the case, then the support will be escalated and the appropriate agencies will be informed.

Where necessary a discussion with the Pastoral Deputy Head (DSL) about appropriate action/support will take place. Often, many pupils' problems can be quickly and easily resolved, by a discussion with the relevant Head of House and appropriate action put into place by the school.

CHILD PROTECTION

The procedures and policies of the school with regard to Child Protection are clearly set out in the school's Child Protection Policy

DSL RESPONSIBILITIES

The responsibilities of the DSL are clearly set out in the school's Child Protection Policy

SUPPORTING CHILDREN

Procedures and policies for supporting children, to minimize risk of harm, are clearly set out in the school's Child Protection Policy

CONFIDENTIALITY

1. We recognise that all matters relating to child protection are confidential.
2. The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.
3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

4. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
5. We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with an Assistant Team Manager at the Children's Services Area Team on this point.

SUPPORTING STAFF

1. We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
2. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

ALLEGATIONS AGAINST STAFF

1. All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
2. All Staff should be aware of guidance on Behaviour Issues, and the school's own Behaviour Policy and Safeguarding Protocol.
3. We understand that a pupil may make an allegation against a member of staff.
4. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher
5. The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)
6. If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors.
7. Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.
8. In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors.

WHISTLE-BLOWING

Procedures and policies for whistle blowing are clearly set out in the school's Whistle Blowing Policy.

DOMESTIC ABUSE

Balcarras School firmly believes that domestic abuse is not acceptable in any situation and will always support any pupil who is involved in any form of domestic abuse. If domestic abuse is suspected, or a case of domestic abuse is reported to the school, the school will always respond according to procedure. Where necessary, the information will always be passed on to the necessary support agencies and legal authorities promptly.

Staff at the school will always inform the DSL or a Head of House whenever they suspect domestic abuse has occurred.

Pupils affected by domestic abuse will be fully supported by the pastoral team and, if necessary, other support agencies can be involved.

Domestic abuse will never be viewed as outside the school's interest, whenever a pupil is affected by the abuse.

PHYSICAL INTERVENTION

1. We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
2. Such events should be recorded and signed by a witness.
3. Staff who are likely to need to use physical intervention will be appropriately trained.
4. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
5. We recognise that touch is appropriate in the context of working with children, and all staff have been given guidance to ensure they are clear about their professional boundary.

BULLYING (PEER ON PEER ABUSE)

Procedures and policies for dealing with bullying and "Peer on Peer Abuse" are clearly set out in the school's Bullying Policy. The school has a no-tolerance approach to bullying of any kind.

PREVENTION

The procedures and policies of the school with regard to prevention of harm and support for pupils are clearly set out in the school's Child Protection Policy

HEALTH & SAFETY

The procedures and policies of the school with regard to health and safety are clearly set out in the school's Health and Safety (and Fire) Policy

SEXTING

Balcarras School takes the issue of "Sexting" very seriously. We have consulted with the police on best practice. In the event that the school becomes aware that a pupil may have images on his/her phone (or other electronic device) of an inappropriate nature the school will:

- Take the phone from the pupil.
- Contact the parents and ask them to collect the phone from school at a time convenient to them
- Ask the parents to not return the phone to the pupil until the parents are confident all images have been wiped and if necessary the phone returned to factory settings.

We will always liaise closely with the police over issues of sexting.

Staff should also reference to the "[Safeguarding & Safer Working Practice Protocol](#)".

SPECIAL NEEDS (SEND)

The procedures and policies of the school with regard to SEND are set out clearly in the SEND and Inclusion Policy. As with all pupils, early indicators of possible abuse will always be reported immediately and not assumed to be related to the Child's SEND.

ONLINE SAFETY

The school uses the South West Grid for learning to filter all information available via the school's internet. The ICT Team monitor closely computer usage and attempted breaches of the school filter. Wherever the team encounter a concern (such as an inappropriate search, trying to download non permitted files, attempts to damage the school system, attempting to view sites with possible links to radicalisation etc.) these concerns will always be reported to the relevant Head of House and the matter is always fully investigated and appropriate action taken.

RADICALISATION

There is no place for extremist views of any kind at Balcarras School. This includes pupils, parents, staff, governors and outside agencies working in the school. Pupils at Balcarras see the school as a safe place where they can explore controversial issues safely and where teachers ensure this is facilitated professionally. All staff have a duty to manage this safely.

Protecting children from the risk of radicalisation is seen as part of Balcarras Schools' wider safeguarding duties, and is similar in nature to protecting children

from other forms of harm and abuse. During the process of radicalisation it is sometimes possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways.

Balcarras will help prevent radicalisation of pupils by:

- Monitoring behaviour of pupils and passing on any concerns promptly.
- Build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- Monitoring ICT access and ensuring that the school internet filter does not allow extremist websites to be viewed by pupils at the school.

Balcarras will keep under constant review the potential radicalisation of pupils and ensure that it is regularly discussed at pastoral meetings. Any concerns about the radicalisation of pupils at the school will be immediately passed on to the correct authority.

DRAMA PRODUCTIONS

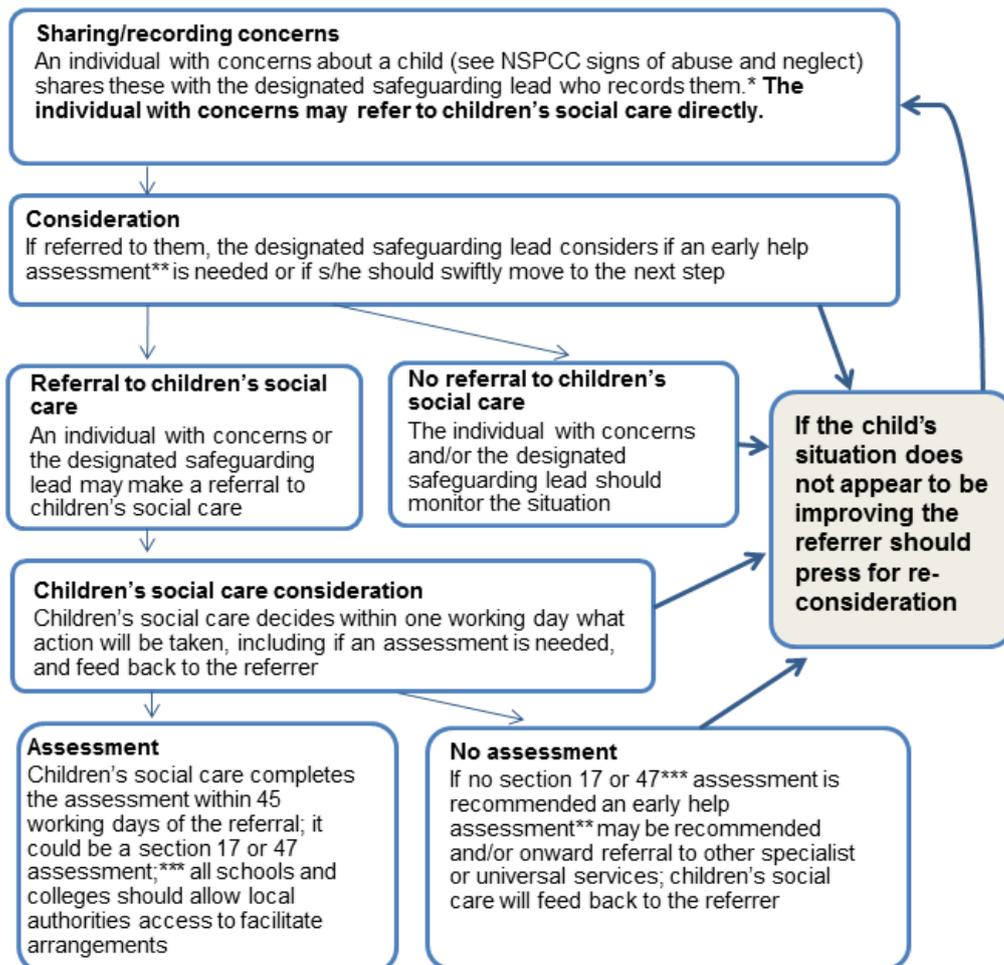
Before any drama production goes ahead, a careful check will be made to ensure that the content of the production is suitable for the age of the pupils involved (both performing and watching the performance). The Head of Drama will complete a declaration for all performances, making clear that the work has been carefully considered and judged by the Head of Drama to be age appropriate.

APPENDIX 1

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately.

Anybody can make a referral.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

APPENDIX 2

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

APPENDIX 3

Missing Pupil Protocol

This protocol covers pupils who go missing during the school day.

OVERVIEW

Pupils are not permitted to leave the premises during the school day except if agreed and by prior arrangement with the school. It is possible that on some occasions a pupil may leave the premises without the knowledge or permission of the school. This protocol is in place to ensure that every action possible is taken to ensure the quick and safe return of that pupil to the school.

OBJECTIVES

1. To locate any missing pupil quickly.
2. To ensure that all pupils are kept safely on the school premises during school hours.
3. To ensure that pupils who leave school during the school day only do so with the school's permission and that parents are fully aware of the circumstances.
4. To ensure that teachers and staff keep pupils under proper supervision at all times.
5. To ensure that if a pupil 'goes missing' during the school day, he/she is located quickly and returned safely to the school.

STRATEGIES

1. If a pupil cannot be found by their subject teacher, then in the first instance the Head of House or the Deputy Head of House should be informed promptly.
2. If the HoH and the dHoH are not available, then the incident should be referred promptly to another HoH or the Assistant Head i/c pastoral.
3. It is important that the following information is given:
 - when was the pupil last seen,
 - from which lesson is the pupil missing (room and subject),
 - are there any particular circumstances surrounding the pupil that may lead to the pupil leaving the school site
4. The remaining pupils will be left safe in the care of the subject teacher.
5. The HoH will recruit available staff to conduct a thorough search for the pupil including:
 - Pupil toilets
 - The library
 - Play areas (playground, backfield)
 - The school buildings
 - The school grounds
6. The HOH will charge the ICT technicians to view CCTV footage for any images of the missing pupil

7. If the search is unsuccessful, the HoH will then phone parents and inform them of the situation. The parents will be asked to check at home and also with close relatives/family friends where the pupil might have gone.
8. If the child has a social worker, then the HoH will phone and inform the social worker.
9. If the pupil is not found within a reasonable (determined by the school) period of time, the police must be called by the HoH.
10. Available members of staff will be sent to search the area in the immediate vicinity of the school.

School Trips

1. If a pupil goes missing during an outing or school visit, the teacher in charge must ensure that the remaining pupils are safely cared for by the other staff and adults.
2. An urgent and thorough search should be made of the immediate vicinity and if the pupil is not found quickly the police must be called.
3. The trip leader will contact the school and appraise of the situation.
4. A pastoral leader will be assigned to the situation. The pastoral leader will phone the parents and inform them of the situation.
5. If the pupil is found the trip leader must call the school immediately to inform of the situation.
6. The pastoral leader will phone the parents to pass on the news.

Whenever a child returns from being missing, a discussion will take place with the child and a member of the pastoral team to discuss the incident and look at strategies to avoid the same event occurring again in the future. Parents will also be involved in this review and, where necessary, other agencies will be involved to help avoid the child going missing again.