1. Introduction
This policy applies to all those who work with the pupils at Jack Tizard School, whether as an employee, volunteer or student.

Essentially, all children and young people have the right to grow up in a safe and caring environment, which includes the right to protection from all types of abuse. They have the right to expect adults in positions of responsibility to do everything possible to foster these rights. Child protection issues will be considered in all areas of school planning and practice.

2. Context
Research has indicated that children who are disabled are at significantly greater risk of being abused or neglected.

It is essential that all staff, volunteers, parents and carers recognise the factors associated with pupils with learning difficulties that make them more vulnerable to child abuse.

Children with learning disabilities may:

• have to receive intimate personal care, possibly from a number of different carers, which may increase the risk of exposure to abusive behaviour; not be given opportunities for making choices and exercising control over their own lives;
• have been taught to be overly compliant and do as they are told;
• be cared for by inexperienced staff who lack the awareness and understanding of the level at which the disabled person is able to participate;
• have communication difficulties or lack access to an appropriate vocabulary to explain what is happening;
• have a limited understanding of their own bodies and their sexuality, and have few opportunities to develop knowledge of intimacy and sexual exploration;
• have difficulty making distinctions between different types of touching. There is often a high level of necessary physical intervention and involvement with pupils who have profound and multiple learning difficulties and need assistance with mobility, eating and drinking and other areas of care;
• have some challenging behaviour that can necessitate physical intervention from adults;
• present challenging behaviour that results from abuse, but is attributed to their disability instead.

3. Policy and Guidelines

Principles
All children have the right to be safe, to feel safe and to have their social and emotional needs met, as well as their educational needs. All those who come into contact with children and families have a duty to safeguard and promote their welfare.

At Jack Tizard School, we are committed to safeguarding and promoting the welfare of all our pupils. We will fulfil our local and national responsibilities as laid out in the following documents:

• Working Together to Safeguard Children (DfE 2013)
• Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE 2015)
• The Education Act 2002
• Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
• London Child Protection Procedures 2013
• United Nations Convention on the Rights of the Child

Aims
Jack Tizard School strives to educate all its pupils within an environment where learning, truth, justice, respect and community values are promoted. The school fosters an ethos which values and respects pupils as individuals, endeavours to involve them in decision making and creates an atmosphere of trust in which pupils can raise any fears, worries or concerns.

The overall aim of this policy is to safeguard and promote the welfare of the children in our care (in situations where child abuse is suspected, our paramount responsibility is to the child).

We will:
• develop awareness in all staff for the need for Safeguarding and ensure that they are fully conversant with their duty to ensure that any suspicion, incident, allegation or other manifestation relating to child protection is reported to the relevant person;
• establish a safe, resilient and robust ethos, built on respect and shared values;
• encourage parents to participate
• monitor those children who have been identified as being ‘at risk’;
• ensure that outside agencies are involved where appropriate;
• create an environment where children feel secure, have their views valued, are encouraged to talk/communicate and are listened to;
• develop staff awareness of the risks and vulnerabilities all pupils face, and the causes of abuse;
• reduce the potential risk pupils face of being exposed to violence, extremism, exploitation, or victimisation
• implement this policy and guidelines alongside the following school policies:
  o Physical Intervention
  o Attendance
  o Behaviour Management
  o Intimate Care
  o Touch
  o Whistleblowing
  o Internet Safety
  o Anti-bullying
  o Equalities Policy
  o Safer Recruitment

We will ensure there are clear standards of conduct for all staff and volunteers and will take appropriate action in the event of all breaches.

It is always difficult to determine whether a child has been abused and particularly difficult if the child has learning difficulties. Pupils in our school have the same experiences as other pupils and families in the community. Some of these experiences may cause stress and anxiety, e.g. divorce, bereavement. It is therefore important that assessments identify all possible experiences, which could explain signs of a worrying nature. We need to ensure that we do not attribute all ‘signs and indicators’ to a child’s disability.

4. Implementation of the Policy

We have a designated senior member of staff responsible for co-ordinating safeguarding within the school, and for liaising with other agencies.

The Safeguarding Policy will be operated in close liaison with families, carers and respite care organisations.

Respect for gender, ethnicity, culture, religion and individuality will be maintained at all times, in line with the school’s Aims, Ethos and the Equalities policy.

We will:
• provide sensitive support to any pupil disclosing abuse;
• ensure that all staff are aware of, and able to use, the preferred communication methods of the pupils with whom they work;
• undertake an holistic assessment of need that attaches value to the religious and cultural needs/background of the child and family;
• consult pupils in matters related to their care ensuring that, at all times, we do this at a level appropriate to their age, understanding and level of communication;

• use the curriculum to:
  o encourage pupils to use an effective vocabulary, signs and symbols for their emotions, body parts and sexual behaviour;
  o promote and foster the skills of decision making and choice through all areas of the curriculum at all times;
  o promote empowerment, self-esteem, assertiveness and independence for all pupils

• follow the guidelines on responding to a disclosure and recording incidents;

• ensure that staff have the opportunities for appropriate training, supervision and appraisal;

• be aware that disclosure, or evidence for concern, may occur in any number of ways e.g. by what a child says, about itself, or another child or children; through interception of a written item, or observation of activity or behaviour giving cause for concern or through changes in behaviour or attitude;

• treat what may seem to be, apparently, minor reports with due seriousness, in case there is existing information within the school concerning the pupil, or a related child;

• recognise that situations may arise where there may be insufficient hard evidence or fact to warrant a complaint/urgent formal referral, but there may be enough in terms of previous reports to justify consultation with Children’s Services.

• ensure that we do not under-estimate the point of consulting Children’s Services recognizing that, from a safeguarding viewpoint, such consultations may be, potentially, a major way of picking up issues as they develop. Our piece of information may be one part of a jigsaw - it may even be the first piece. It may complete “a puzzle”;

• participate in multi-agency assessment of need, and contribute to initial and/or core assessments that provide support or specific services to the child and/or family member as part of an agreed plan;

• give due consideration to any statutory restrictions to the disclosure and sharing of information. These include:

  • The common law duty of confidence
  • The Human Rights Act of 1998
  • The Data Protection Act of 1998
  • The Freedom of Information Act of 2005

• advise new staff that, for their own protection, as good practice and out of respect for the pupils as individuals, they should be mindful that any physical contact they initiate with children is in line with the school’s policies on Touch and Physical Intervention.

• hold a fortnightly multidisciplinary team meeting on safeguarding issues in order to pool information and monitor concerns. This meeting should include the class teacher and relevant social worker where appropriate.
• ensure that all staff receive Level One Child Protection training at least once every two years. Key staff to receive Level Two and Level Three child protection training.

5. Monitoring and Record Keeping

When we have concerns about the welfare of a child, comprehensive and accurate records are kept in secure, confidential files, which are separate from the child’s school records. Access to records, other than by the Designated Senior Teacher, is restricted.

Regulations published in 1989 do not authorise or require the disclosure to parents of any written information relating to child protection. Practice is for parents to be informed of any referral being made (unless it relates to Sexual Abuse or is likely to put the child at risk of significant harm).

When there is suspicion of significant harm to a child and a referral is made, as much information as possible should be given about the nature of the suspicions, the child and the family. Use of previous records (if available) may prove to be particularly useful in this respect.

Reports may be needed for Child Protection Case conferences or the criminal/civil courts. Consequently records and reports will be:

• Factual (no opinions) and accurate
• Made as soon as possible after the event
• Non-judgemental (no assumptions)
• Clear, relevant, comprehensive and jargon free

Any referral to The Disabled Children’s Team within Children’s Services by telephone is confirmed in writing and a copy kept on the confidential school file. If parents have not been informed about (or if they have agreed to) the referral being made, this will be reported to The Disabled Children’s Team.

All staff will observe utmost confidentiality and support for students who are involved in a child abuse investigation. The School may also be involved with a student and his/her family following an investigation and the situation must be dealt with sensitively at all times.

Staff will:

• Log any incidents, observations in the appropriate school accident and incident report book/forms.
• Make a verbal report to the Designated Senior Teacher in the event of any concerns, and a written report outlining in adequate detail what was heard, seen, reported, alleged etc. Verbatim quotes from a child are important, as is the retention of anything which gave cause for concern such as a drawing, painting, writing etc. The member of staff will sign and date the report.
• Keep records in such a way that any persistent pattern can be quickly identified and appropriate cross-referencing of reports enabled;

Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.
The school has clear monitoring procedures for:

- **Poor attendance & punctuality:** these are monitored by the class teacher, the school administrative staff and the Headteacher. The Headteacher ensures that any concerns are investigated internally and explored with parents. Where necessary, concerns about attendance are referred to the Family Support Services and/or Disabled Children’s Team. Governors receive a termly report of attendance figures, including authorised and unauthorised absence, through the Curriculum, Parents, Pupils and Community Committee.

- **Concerns about appearance and dress, changed or unusual behaviour, health and emotional well-being:** the school will contact parents/carers initially. Any further concerns will be referred to the Disabled Children’s Team within Children’s Services.

- **Deterioration in educational progress:** the educational progress of all pupils is monitored at regular intervals. Some pupils have complex, deteriorating medical problems. If this is not a factor, then the child’s parents will be contacted and advice sought from the Educational Psychologist.

- **Discussions with parents about concerns relating to their child:** any matters arising from a meeting between a teacher and a child’s parents are referred to the Headteacher.

- **Concerns about home conditions or situations, physical symptoms of neglect – weight loss, small but frequent injuries:** the school has a system for recording concerns about a pupil’s physical appearance and wellbeing on arrival at school. This sheet is read and signed by the Headteacher and kept in the pupil’s central file. The school nurse monitors children’s weight as part of the school health service.

- **Concerns about pupil on pupil abuse (including serious bullying):** the school has a policy for addressing bullying. Pupils are closely supervised at all times.

6. **Role of the Designated Senior Teacher**

The Headteacher is the Designated Senior Teacher (DST), or the Deputy Headteacher in the event of her absence.

The DST is responsible for ensuring that the policy and procedures are implemented. She will:

- Provide advice and guidance to staff and volunteers who wish to discuss concerns about pupils or other members of staff.
- Consult with the Disabled Children’s Team where the decision on a course of action is unclear, promptly referring all cases of suspected child abuse to the local Disabled Children’s Team or the police child protection team.
• Hold a fortnightly multidisciplinary team meeting on safeguarding issues in order to pool information and monitor concerns. This meeting should include the class teacher and relevant social worker where appropriate.

• Raise staff awareness and confidence on child protection procedures, ensuring that all staff receives adequate induction, Prevent awareness training and Level One child protection training at least once every two years. Key staff to receive Level Two and Level Three training as agreed by the Governors

• Maintain and update the Child Protection Monitoring List

• Preserve “a need to know” level of confidentiality and access to secure records.

• Attend case conferences or nominate an appropriate member of staff to attend on his/her behalf.

• Where a pupil who is, or has been, the subject of a child protection plan changes school, inform the social worker responsible for the case and transfer the appropriate records to the Designated Teacher at the receiving school, in line with current Government guidance on the transfer of such records, and separate from the child’s academic file.

• Report to the Governing Body on the implementation of this policy, as required.

• Check all incident reports made by staff and volunteers, countersigning them, and making such reference to other authorities as is appropriate.

• Make parents aware of the school’s safeguarding procedures.

• Ensure a full face to face handover with anyone taking over the role of Designated Senior Teacher.

7. The Governing Body

The Governing Body are accountable for ensuring the safety of the school. Governors will ensure that:

• The school has a current safeguarding policy in place

• Safer recruitment procedures are followed and appropriate checks carried out on new staff and volunteers

• The DST will attend appropriate refresher training every two years, and all other staff every three years

• Any deficiencies or weaknesses that are identified are remedied without delay

• There are clear procedures for dealing with allegations of abuse against staff and volunteers

• The policy and procedures are reviewed annually

The Nominated Governor for Child Protection and safeguarding is Ms Tricia Swaby. She is responsible for liaising with the DST over all matters relating to child protection issues.

8. Safer Recruitment and Selection

The school pays full regard to ‘Keeping Children Safe in Education’ (DfES 2015) and will ensure, as far as is possible that anyone, paid or voluntary, who seeks to work with children and young people through the school’s activities and who, thereby, gains substantial access to them, is as safe to do so in child protection terms as can be guaranteed.
All recruitment materials will include reference to the school’s commitment to safeguarding and promoting the wellbeing of pupils

We will ensure that:

- Documentation sent out to potential candidates makes it clear that safeguarding and child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- All references will be taken up and verified by telephoning referees;
- A reference will always be obtained from the last employer;
- At interview candidates will be asked to account for any gaps in their career/employment history;
- Candidates will be made aware that all staff are subject to an enhanced DBS check and …………..;
- Evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary;
- Ensure that any applicant/employee/volunteer is aware that he/she must reveal any conviction, caution, bind-over, probation order, or pending prosecution, whether imposed prior to or within the period the applicant works at the school. Failure to do so will be a disciplinary offence,

9. Personnel Records

The Business Manager will maintain a confidential file on each applicant in which shall be kept:

- Copies of all forms, consents and replies;
- Notes - where the SAO or Headteacher receives a phone call or other non-written communication, the main points shall be recorded and filed with the applicant's records; information about the school’s policy on personnel records will be included in the application pack in accordance with the Data Protection Records;

Where a file has been created for a successful applicant and subsequent enquiries do not support the appointment (i.e. unsatisfactory Criminal Record Bureau checks and/or references etc.), the file will be kept for six months and then safely destroyed by the SAO - likewise for a successful applicant who declines to commence with the school;

Anyone working at the school has the right to inspect their own confidential records, and may do so on request to the Headteacher who shall not withhold consent unreasonably and will respond within one working day. The Headteacher may only withhold such agreement and access if to do so might jeopardise the school, an investigation by the police or the Disabled Children’s Team relating to child protection matters, or if it might lead to a child's welfare and safety being compromised.

10. Safeguarding Pupils/Students who are vulnerable to extremism

In 2010, the Government published the Prevent Strategy, raising awareness of the need to safeguard children, young people and families from violent extremism. There have been several occasions over the past few years in which extremist groups have attempted to radicalise
vulnerable groups to hold views that justify political, religious, sexist or racist violence, or to encourage them into an ideology that is intolerant of diversity.

At Jack Tizard, we believe that the freedom of speech and an individual’s right to express his /her beliefs and ideology are fundamental values that should underpin society. Freedom of speech must also take into account equality, human rights, community safety and cohesion.

The normalisation of extreme views may make people vulnerable to manipulation and exploitation in the future. We will view any signs of radicalisation and exploitation as safeguarding concerns.

We will seek to protect our school community from those preaching all forms of violent extremism.

11. Risk Reduction and Response

The Governing Body, in conjunction with the Headteacher, will assess the level of risk within the school and put into place any actions necessary to reduce that risk. This may include reviewing the SEND policy; the R.E. Curriculum and assemblies; use of the school’s premises by external agencies; the anti-bullying policy and any other issues specific to our philosophy and our local community

We will build resistance to extremism through:

- Safeguarding systems;
- Prevent Awareness Training
- Promoting community cohesion, equalities & wellbeing;
- Anti-bullying policies
- Promoting wider skills development;
- Encouraging active citizenship & pupil voice;
- Extending links with families & community groups.

We will seek support from the Tri-borough Schools’ Prevent Engagement Officer in developing staff confidence in their ability to understand, recognise and refer vulnerabilities that can lead to radicalisation.

The DST will act as the ‘Prevent Single Point of Contact’. Any member of staff with concerns in this area will alert the DST who will then contact the relevant person at the Tri-Borough ‘Prevent’ Team - Rebecca Skellett at rebecca.skellett@lbhf.gov.uk

12. Safeguarding Pupils who are vulnerable to exploitation, forced marriage, female genital mutilation, or trafficking

We will use our curriculum, including PSHE and SRE, to support our children and young people to develop healthy relationships built on empathy, negotiation, respect for culture and diversity, individual rights and equality.
We endeavour to keep up to date with advice and guidance in addressing specific vulnerabilities and forms of exploitation. Safeguarding training should include raising awareness of the signs a girl could be at risk of FGM or has been subjected to the procedure.

Our staff are supported to talk to families about sensitive concerns in relation to their children and we work to find ways to address them together. However, if risk factors are present and staff are concerned that a pupil may be affected, they should alert the DST who will seek further advice.

Our values, ethos and approach to safeguarding provide the platform which helps to ensure children have the support to learn to respect themselves and each other.

13. Allegations against staff or others working with pupils in the school

If a child or parent makes allegations to the school referring to any person working for the school whether paid or unpaid, the school will follow agreed Children’s Services procedure. Incident reports will be made at all stages as appropriate:

- Any member of staff who hears an allegation of abuse against another member of staff will report the matter immediately to the Headteacher; If the allegation is against the Headteacher it will be taken directly to the Deputy Headteacher and through her to the Chair of Governors, who will contact the Director of Children’s Services

- On receipt of the complaint, the Headteacher will contact The Disabled Children’s Team to inform them of the situation and advice will be sought from the local authority designated officer (LADO)

- On advice from Children’s Services, and/or the Police, the Headteacher will inform the person against whom an allegation has been made, unless this could be prejudicial to any criminal investigation

- If a criminal allegation is made e.g. sexual abuse and impropriety, physical assault, or inappropriate behaviour, the Headteacher will consult the Human Resources Department. Staff may be subject to immediate suspension. Under no circumstances is any person suspended to re-enter school premises or property or attend a session on site whilst under suspension. This prohibition includes activities where there are no children/young persons present

- If there is no criminal allegation, the Headteacher will gather as much detail from available sources of information as possible by way of investigation

- If misconduct involves a member of staff in a child protection incident where the actions or behaviour are inconsistent with children’s welfare, it will be reported and dealt with under the ordinary Misconduct provisions of the Disciplinary Procedure, with appropriate records made in the person’s file. The Disabled Children’s Team and the LADO will be informed if the matter is related to child protection.
14. Informing Parents/Carers about the School’s Safeguarding Policy and Procedures

Parents/carers are encouraged at all times to be involved with the School and develop a good trusting partnership to promote their child’s welfare. In addition to the Safeguarding information included in the Prospectus, the Headteacher/DST will ensure that parents and carers understand:

- the responsibilities placed on the school and staff for safeguarding children.
- the importance of keeping the school informed about any absences, accidents or any significant events that may impact on their child’s behaviour.

The Headteacher/DST will undertake appropriate discussion with parents and carers prior to involvement of another agency, unless to do so would place the child at further risk of harm.

15. Induction and Training

The School will ensure adequate and appropriate induction and ongoing statutory / non statutory training and information to all employed staff concerning child protection matters. All employees and voluntary workers will have this policy drawn to their attention and it is the duty of the SLT, in consultation with the Designated Senior Teacher, to ensure that all such persons are fully aware of how, and where, to access the full policy statement.

16. Review and Evaluation of the Policy

The DST will liaise with the Senior Leadership Team and the named Governor responsible for Safeguarding to:

- monitor the implementation of the policy;
- review the effectiveness and appropriateness of the policy every year;
- ensure that the views of staff are sought and reflected in such a review process, and that the input of any appropriate statutory authority is sought.

17. Guidelines for Staff on Responding to a disclosure of Abuse

Staff must always be aware that a child may be suffering abuse outside or inside the school environment, that a disclosure or symptom relating to this may become apparent within an activity, or that there will be children with whom they are working who have not as yet revealed they are being abused. It is important that the environment we create for our pupils is as conducive to support of a child in such a situation as is possible and that we are fully aware of the level of communication at which they operate.

Any member of staff with an issue or concern relating to Safeguarding should immediately discuss it with the DST.

We acknowledge that the disclosure of abuse by a child may give rise to feelings of anger, embarrassment, disgust, awkwardness, and fear. It is essential that none of these feelings be transmitted to the child.
The DST will:

- Ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

- Always attempt to give feedback to staff from any situation as is appropriate. Staff will be made aware that, once a report has been made to The Disabled Children’s Team within Children’s Services, reasons of confidentiality may prevent the designated teacher from providing specific details.

The relevant member of the Senior Leadership Team will be available to support staff following a disclosure or involvement in child protection proceedings.

Signed  …………………………………………………..      Date  ……………………………
(Chair of Governors)