

Meadows School

London Road, Southborough, TN4 0RJ
meadowsschool@barnardos.org.uk

Safeguarding & Child Protection Policy & Procedure

	Contents	Page
1.	Introduction	2
2.	Aims	2
3.	Conduct & Behaviour	2
4.	The Designated Safeguarding Lead (DSL)	3
5.	Deputy Designated Safeguarding Leads (DDSLs)	3
6.	Roles & Responsibilities	4
7.	Recognising Abuse	4
8.	Safer Recruiting	5
9.	Staff Training & Therapeutic Crisis Intervention (TCI)	5
10.	Use of Reasonable Force	6
11.	Confidentiality	6
12.	Responding to Safeguarding Concerns	7
13.	Recording Concerns	7
14.	Keeping Records	7
15.	Information Sharing & Consent	8
16.	Responding to Allegations Against Staff	9
17.	Off-site Providers	9
18.	Early Help	9
19.	Missing Students	10
20.	Safeguarding & Social Media	11
21.	Peer on Peer Abuse	11&12
22.	Child Sexual Exploitation	13
23.	Sexual Violence & Harassment	13
24.	Radicalisation & Prevent Strategy	14
25.	Forced Marriage & Honour Based Violence	15
26.	Female Genital Mutilation	15
27.	Whistleblowing	15
28.	Additional Information	16&17

1. Introduction:

Meadows School is committed to Barnardo's Basis and Values, which provides the framework within which we can engage in giving young people a better start in life.

- We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.
- We endeavour to provide a safe and welcoming environment where Students are respected and valued.
- We are alert to the signs of abuse and neglect and follow our procedures to ensure that Students receive effective support, protection and justice.
- We understand that as a Special School we are working with some of the most vulnerable young people in the UK and therefore have a duty to ensure stringent procedures and training must be in place and available to all staff.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of the Kent Safeguarding Children Board (KSCB).

2. Aims:

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote Student's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

3. Conduct & Behaviour:

The Barnardo's [Safeguarding Code of Conduct](#) supports staff and volunteers by making clear what is expected of them in terms of their conduct and behaviour; it assists them to raise concerns without fear of recrimination and reduces the risk of misplaced or malicious allegations being made against them.

All staff read and sign the safeguarding code of conduct prior to their first day at Meadows.

Professional boundaries are an integral part of all staff supervisions. It is an opportunity to reflect on the quality of the professional relationship established with Students, young people or adults, the nature of the work and to ensure that any challenges in maintaining professional boundaries can be addressed in an appropriate manner.

All staff must declare any personal relationships with any Students if they begin to attend the place of work.

It is not usually acceptable for a member of staff to self-disclose their personal experiences to a service user. There may be occasional exceptions to this where some self-disclosure is appropriate and professional judgement should be exercised. Boundaries relating to this must be discussed with your line manager.

You must not use a relationship with a service user or their family for personal gain. Gift-giving and accepting presents should be agreed with your line manager.

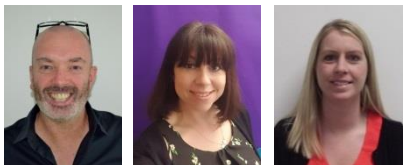
4. DSL:



The designated safeguarding lead (DSL) takes **lead responsibility** for safeguarding and Student protection (including online safety) in the school. The DSL has the status and authority within the school to carry out the duties of the post, which include:

- ensuring the student protection policies are known, understood and used appropriately by staff, reviewed annually and publically available
- advising and supporting staff on Student protection and safeguarding matters
- encouraging a culture of listening to Students
- managing and overseeing referrals to safeguarding, social care and early help teams and channel services to Student's social care, the police, or other agencies
- taking part in strategy discussions and inter-agency meetings when requires
- liaising with the "case manager" and the designated officer(s) at the local authority where allegations are made against staff
- making staff aware of LSCB training courses and the latest local safeguarding arrangements
- transferring the Student protection file to a Student's new school
- undergoing training (a minimum of every 2 years) and receiving regular updates to maintain the knowledge and skills required to carry out the role.

5. DDSLs:



The deputy designated safeguarding leads are trained to the same level as the DSL and supports the DSL with safeguarding matters as appropriate. In the absence of the DSL, the deputy DSL carries out those functions necessary to ensure the ongoing safety and protection of pupils and staff. In the event of the long-term absence of the DSL, a deputy will assume all of the functions above.

6. Roles & Responsibilities:

Safeguarding and student protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of Kent Safeguarding Students Board.

Our policy and procedures also apply to extended school and off-site activities.

All staff will be aware of:

- Our systems which support safeguarding, including the staff code of conduct, the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to students who go missing from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL team, and sharing information with other professionals to support early identification and assessment
- The procedure if you have concerns about a student's welfare (no immediate danger) – Appendix 2.
- The process for making referrals to local authority student's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a student tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM (Female Genital Mutilation) and radicalisation
-

In line with the Kent initiative 'Operation Willow' we encourage the whole school community to adhere to:

'Say Something If You See Something'

7. Recognising Abuse:

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

- Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.
- Abuse may be committed by adult men or women and by other children
- [Keeping Children Safe in Education \(DfE 2019\)](#) refers to four categories of abuse. These are set out in Appendix 1 along with indicators of abuse.

8. Safer Recruiting:

Meadows School complies with the requirements of [Keeping Children Safe in Education \(DfE 2019\)](#) and the Kent Safeguarding Children Board by carrying out the required checks and verifying the applicant's identity, qualifications and work history.

- All staff are required to have an enhanced DBS check prior to their first day at the school.
- The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.
- Having a previous conviction does not disqualify a person from working at Meadows School but advice will be sought from Barnardo's Head Office the LADO team (03000 410 888) and a risk assessment will be completed prior to commencing work.
- The school maintains a single central record of recruitment checks undertaken.
- Further information can be found in the Barnardo's [Recruitment Policy and Procedures](#)
- All staff involved in the recruitment process must read [Keeping Children Safe in Education \(2019\) – Part 3](#)

9. Staff Training & TCI:

Staff will receive appropriate training to ensure they are aware of a range of safeguarding issues and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying and sexting can put students in danger.

The DSL ensures that:

- All new starters complete Barnardo's Safeguarding Core 1 (in-house).
- All staff complete Barnardo's Safeguarding E-learning followed by an assessment and at least 1 training day per year is dedicated to a safeguarding matter
- All staff have read and understood part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
- All staff have read and understood Barnardo's [Safeguarding & Protecting Children Policy & Procedure](#)
- All staff have read and understood Barnardo's [Safeguarding and Protecting Vulnerable Adults Policy & Procedure](#)
- A summary information sheet is signed by all temporary staff
- All staff members will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:
 - **Recognise** potential safeguarding and student protection concerns involving students and adults (colleagues, other professionals and parents/carers)
 - **Respond** appropriately to safeguarding issues and take action in line with this policy
 - **Record** concerns in line with the school policies
 - **Refer** concerns to the DSL and be able to seek support external to the school if required

Student facing staff undertake in-house training in Therapeutic Crisis Intervention (TCI), giving them a firm understanding of early intervention techniques, de-escalation techniques, life space

10. Use of Reasonable Force:

Meadows school accepts that there are some occasions where reasonable force may be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

Selected staff are trained in TCI (see section 9)

Only trained staff are expected to carry out physical intervention although Meadows School accepts that there may be occasions where this is not possible and adheres to the key points:

- All School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. ([Section 93, Education and Inspections Act 2006](#))
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they appropriately use this power.
- It is always unlawful to use force as a punishment.

Further guidance on the use of reasonable force can be found in the Meadows School Behaviour Policy

11. Confidentiality:

- Information must only be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, suffering serious harm
- Staff should never promise a student that they will not tell anyone about an allegation, as this may not be in the student's best interests
- Staff are clear about the limits of confidentiality when any information is shared by a student

12. Responding to Safeguarding Concerns:

Meadows follows Barnardo's [Safeguarding & Protecting Children Policy & Procedure](#) and [Safeguarding Vulnerable Adults Policy & Procedure](#).

Summarised as:

- Always offer reassurance, listen to, and take seriously, what they are saying. Never promise to keep secrets or be persuaded by the student or family not to take action if you are worried that a student is being harmed or is at risk of harm.
- It is not your job to investigate, verify what is being said, or examine the student; this is the statutory responsibility of the local authority/child protection services and/or the Police. However, it is important to ascertain relevant information and it may be necessary to undertake some enquiries before making a referral.
- Do not ask leading questions
- Explain the process to the student: that you will need to pass this information on, to whom, the reasons why and possible actions.
- Consult with your line manager, DSL, DDSL or other responsible manager to agree the course of action but do not delay if this may place a student at increased risk. You must record the incident in detail as soon as possible or, at least, within 24 hours of being made aware.
- If the student is present and is at immediate risk of harm take the appropriate course of action to secure the immediate safety of the student unless to do so would put you or others at risk.
- This could include:
 - Calming angry or upset student(s)
 - Contacting 999 emergency services, if necessary on their behalf
 - Contacting local Child Protection Services directly or seeking vital medical assistance
 - Maintaining the student at school

13. Recording Concerns:

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with a member of the DSL team.

Non-confidential records will be easily accessible and available from ContentServer.

Confidential information and records will be held securely using CPOMs software and only available to those who have a right or professional need to see them.

14. Keeping Records:

Safeguarding records relating to individual students will be retained in line with Barnardo's [File Retention Policy](#).

15. Information Sharing & Consent:

- Meadows School will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. However, our focus is the safety and well-being of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the student or exacerbate the problem, advice will first be sought from Kent's Education Safeguarding Team (our contact in this team is: Gemma Wilson - 03000 41 22 84, 07540 677 200), the student's social care team and/or the police before parents are contacted.
- Meadows School will seek to have at least 2 emergency contacts for each student prior to them starting at Meadows
- All staff will understand that student protection issues warrant a high level of confidentiality. Staff should only discuss concerns with the DSL or DDSs (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. However, [Keeping Children Safe in Education \(2019\)](#) emphasises that **any** member of staff can contact the student's social care if they are concerned about a student.
- Information sharing will take place in a timely and secure manner and where:
 - it is necessary and proportionate to do so; and
 - the information to be shared is relevant, adequate and accurate.
- Information sharing decisions will be recorded, whether or not the decision is taken to share.
- Any electronic information will be password protected and/or encrypted and only made available to relevant individuals.
- Student protection information will be stored in the individual Student's FileRoom under the 'Third Party – Confidential' area.
- If any member of staff receives a request from a pupil or parent to see student protection records, they will refer the request to the DSL.
- The [Data Protection Act 2018](#) does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a student.

16. Responding to Allegations against Staff:

Meadows follows Barnardo's [Safeguarding & Protecting Children Policy & Procedure](#) and full guidance can be found in section 4. Summarised as:

- Inform your line manager or other responsible manager and the relevant senior manager at Assistant Director or Director Level immediately. Action must have been taken and recorded within 24 hours (including weekends and bank holidays).
- It is not your job to investigate the allegation. Your job is to listen, ensure you have the basic details so you can record what was said, and respond appropriately.
- See [Guidelines for responding to Allegations against Adults](#).

Where possible the line manager structure should be used to report any allegations or concerns. If for any reason you do not feel able to alert a line manager then the [Whistleblowing Policy and Procedure](#) must be followed.

17. Off-site Providers:

Some of the students at Meadows are educated part-time at off-site providers (link courses). Meadows keeps a [Service Level Agreement](#) for each off-site provider including a written statement that they have completed all vetting and barring checks that are necessary on their staff.

18. Early Help:

If early help is appropriate, the DSL will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority student's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

If it is appropriate to refer the case to local authority student's social care or the police, the DSL will make the referral or support staff to do so.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the student's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the student's situation improves.

19. Missing Students:

Meadows follows Barnardo's [Safeguarding & Protecting Children Policy & Procedure](#) and full guidance can be found in section 7. Summarised as:

- Risk Assessments are completed for all activities in accordance with the Health & Safety Policy and Procedures.
- All students have an individual Risk Assessment, in accordance with the Health & Safety Policy and Procedures and shared with relevant parties.
- If a student or young person goes missing, and after an initial search still cannot be found, the staff member must consider with their line manager and parents/carers, whether to notify the Police immediately or make further enquiries in relation to places where the student may have gone. This judgement should be informed by the level of the student's vulnerability or an assessment of risk to themselves or others. If contacting the Police, details of the risk assessment may be shared along with the student's details.
- If a student is subject to a child protection (Section 47) enquiry or on a child protection plan, or a supervision requirement, then the Local Authority must be informed immediately. If it is out of hours, the Duty/Out of Hours on call service should be contacted.
- If a student or young person has particular vulnerabilities, or has gone missing on several occasions, and the situation could lead to serious harm, a discussion should be held with the ADCS to decide whether the incident should be recorded on the safeguarding software CPOMs.
- Staff should ensure that once the student is found, parents, carers, and any other relevant agencies are notified immediately and that he/she is treated positively on their return.
- If the student has been reported as missing with the police, they should be contacted immediately when the student returns. They may wish to attend and interview the student.

20. Safeguarding & Social Media:

As schools increasingly work online, it is essential that students are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation.

We have ensured that appropriate filters and monitoring systems are in place to manage:

- the content available to pupils
- who can contact our pupils
- the personal conduct of our pupils online.

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to student's social care team and/or the police immediately in accordance with this policy. This may include seizure of devices and interviews with the young people involved.
- Serious incidents will be recorded on CPOMs under the direction of the DSL

21. Peer on Peer Abuse:

All peer on peer abuse is unacceptable and will be taken seriously.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

The complex needs of our students mean the management of peer on peer abuse is an ongoing part of observation management within the school. At our school, we take the following steps to minimise or prevent the risk of peer on peer abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying. Assemblies are recorded on Gridmaker.
- PSHCE is used to reinforce the message through stories, role play, current affairs and other suitable activities.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised, especially in hotspots where students might be vulnerable.

21. Peer on Peer Abuse (cont):

All information regarding peer on peer abuse should be passed through line management. They will then be investigated and dealt with as follows.

- **Information gathering** – Students, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm. Incidents of peer on peer abuse should be risk assessed and managed at a level appropriate to the concern. Information should be recorded on BehaviourWatch, cc'd to the relevant line manager, fed back to the staff team where possible and when relevant dealt with by a member of the designated safeguarding team.
- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to student's social care. The DSL will then work with student's social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the student or exacerbate the problem, advice will first be sought from student's social care and/or the police before parents are contacted.

Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in Part 5 of [Keeping Children Safe in Education \(2019\)](#).

In order to prevent and tackle peer-on-peer abuse, Meadows school has adopted a Contextual Safeguarding approach. This is an approach to understanding, and responding to, student's experiences of significant harm including their families and beyond. Meadows School recognises that the different relationships that students form in their home areas, schools and online can feature violence and abuse. Parents have little influence over these contexts, and student's experiences of extra-familial abuse can undermine parent-child relationships. Therefore Meadows School takes a contextual whole-school approach to preventing and responding to peer on peer abuse, and recognises that assessment of, and intervention with, reports of peer on peer abuse are a critical part of our safeguarding culture.

22. Child Sexual Exploitation:

Sexual exploitation involves an individual or group taking advantage of the vulnerability of an individual or groups of students or young people. Students are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a student's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the PSHE and SRE curriculum and trains students and staff on the LOTTI programme. A common feature of sexual exploitation is that the student often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The student may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation. Any concerns about a student/young person who may be at risk of sexual exploitation should be shared with the schools DSL and normal child protection procedures put in place where necessary. For advice and support you can contact Barnardo's B YOU CSE and Missing service on 01293 610691

Kent and Medway Local Authorities have produced a CSE toolkit as an aid for practitioners to assess the level of risk in relation to concerns a young person may be at risk or vulnerable to sexual exploitation. Please use the link below to access this resource. - [CSE - Toolkit](#)

23. Sexual Violence & Harassment:

Sexual violence and sexual harassment can occur between two students of any age and gender. It can also occur through a group of students sexually assaulting or sexually harassing a single student or group of students

Different gender issues can be prevalent when dealing with sexual violence and harassment, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Staff are made aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up' or 'just having a laugh'
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Incidents of sexual violence and harassment should be risk assessed and managed at a level appropriate to the concern. Information should be recorded on BehaviourWatch, cc'd to the relevant line manager, fed back to the staff team where possible and when relevant dealt with by a member of the designated safeguarding team.
- Further advice on sexual violence and sexual harassment can be found in [Keeping Children Safe in Education \(2019\)](#).

24. Radicalisation & Prevent Strategy:

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some students are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

Prevent Strategy

If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's Designated Safeguarding Lead (DSL), and where deemed necessary, with student's social care team. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support, advice and guidance. We have a local Prevent Education Officer – Sally Green, who should be the first port of call for advice on 03000 413 439. There are Prevent Officers locally, PC Stuart Dodd, who can be contacted on 07980924345, or alternatively PC Nick Robinson on 07980 683 193. Here is the link to the [prevent referral form](#)

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice. The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a student being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

After discussion and assessment of risk where the level of risk requires, a CHANNEL referral can be made. On receipt the CHANNEL service will decide on the most effective forms of intervention. Here is the link to the [channel referral form](#)

If staff are concerned about online material promoting terrorism or extremism this should be discussed with the DSL or a member of SMT and where deemed appropriate referred via the [Government website](#)

25. Forced Marriage & Honour Based Violence:	<p>As with CSE if you have concerns that a young person is at risk of Forced Marriage or Honour Based Violence then you should discuss these with the DSL team or a SMT member and where necessary normal Child Protection procedures will be followed. For advice and support The Forced Marriage Unit can be contacted on 0207 008 0151. The FMU was set up in 2005 and have trained and dedicated staff who support around 1500 people a year who are at risk of forced marriage or have been victims of forced marriage.</p>
26. Female Genital Mutilation:	<p>Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003. It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.</p> <p>Section 5B of the 2003 Act introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police.</p> <p>'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act 2003</p> <p>In all cases, both known and suspected, staff should inform the DSL team for guidance and support.</p> <p>– Appendix 3 details the reporting process further</p>
27. Whistleblowing:	<p>Whistleblowing is the reporting of a concern in the public interest that something is happening within Barnardo's that should not be, or not happening that should be. It is based on the Public Interest Disclosure Act 1998 (PIDA) which covers concerns about:</p> <ul style="list-style-type: none"> · a criminal offence; · a miscarriage of justice; · an act creating risk to health and safety; · an act causing damage to the environment; · a breach of any other legal obligation; or concealment of any of the above. <p>Barnardo's is committed to high standards of openness and accountability. We believe it is important for individuals to raise concerns about wrongdoing because this enables the best outcomes for our beneficiaries. Any concerns raised will be promptly and thoroughly investigated by an appropriate senior manager.</p> <p>Further information can be found in Barnardo's Whistleblowing Policy</p>

28. Additional Information

Copies of this policy may be obtained from:

- Content Server
- The Main School Office

This policy links with the following policies & Documents

[Safeguarding Code of Conduct](#)
[Meadows School Behaviour Policy](#)
[The Role of the Designated Safeguarding Lead](#)
[Barnardo's Safeguarding & Protecting Children Policy & Procedure](#)
[Safeguarding Code of Conduct](#)
[Barnardo's Recruitment Policy & Procedure](#)
[Barnardo's Whistleblowing Policy](#)
[Safeguarding Vulnerable Adults Policy & Procedure](#) full

Relevant statutory guidance, circulars, legislation & other sources of information are:

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education](#) and [Working Together to Safeguard Students](#). We comply with this guidance and the procedures set out by Kent Safeguarding Children's Board. This policy is also based on the following legislation:

- Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of Students
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with Students
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to Students
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Studentcare \(Disqualification\) Regulations 2009](#) (and [2018 amendment](#)) and [Studentcare Act 2006](#), which set out who is disqualified from working with Students
- [Education and Inspections Act 2006](#)

The lead member of staff is:

The DSL is responsible for the implementation of this policy, including:

- Ensuring that all staff read and understand it
- Communicating this policy to parents when their student joins the school and via the school website
- That there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

Definitions and key terms used in this policy:

Safeguarding and promoting the welfare of Students

means:

- Protecting students from maltreatment
 - Preventing impairment of student's health or development
 - Ensuring that students grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all students to have the best outcomes
- **Student protection** is part of this definition and refers to activities undertaken to prevent students suffering, or being likely to suffer, significant harm.
- **Abuse** is a form of maltreatment of a student, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.
- **Neglect** is a form of abuse and is the persistent failure to meet a student's basic physical and/or psychological needs, likely to result in the serious impairment of the student's health or development. Appendix 1 defines neglect in more detail.
- **Students** includes everyone under the age of 18.
- **Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

The Rationale and Purpose of this policy:

The overall purpose of this policy and its associated procedures is to protect the welfare of students using and receiving services we provide. This includes responding to direct concerns of safeguarding raised by students.

Our safeguarding & child protection policy aims to achieve the following three objectives by being vigilant in the execution of our duties:

- Creating a culture where students are valued and their right to safety and respect is upheld.
- Actively managing risk to minimise circumstances where students using Barnardo's services may suffer harm.
- Working collaboratively with other organisations to ensure that students are safeguarded and protected.

Appendices:

1. Categories of abuse
2. Procedure if you have concerns about a Student's welfare (no immediate danger)
3. FGM mandatory reporting process

Appendix One

Four categories of abuse

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a student. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a student (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness by carers).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a student such as to cause severe and persistent adverse effects on the student's emotional development. It may involve conveying to a student that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the student opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on students. These may include interactions that are beyond a student's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the student participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing students frequently to feel frightened or in danger, or the exploitation or corruption of students. Some level of emotional abuse is involved in all types of maltreatment of a student, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing, enticing or coercing a student to take part in sexual activities, not necessarily involving a high level of violence, whether or not the student is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving students in looking at, or in the production of, sexual images, watching sexual activities, encouraging students to behave in sexually inappropriate ways, or grooming a student in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women also commit acts of sexual abuse, as can other students.

Neglect

Neglect is the persistent failure to meet a student's basic physical and/or psychological needs, likely to result in the serious impairment of the student's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a student is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a student from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a student's basic emotional needs.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a student has been inadequately supervised. The identification of physical signs is complicated, as students may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a student has been abused.

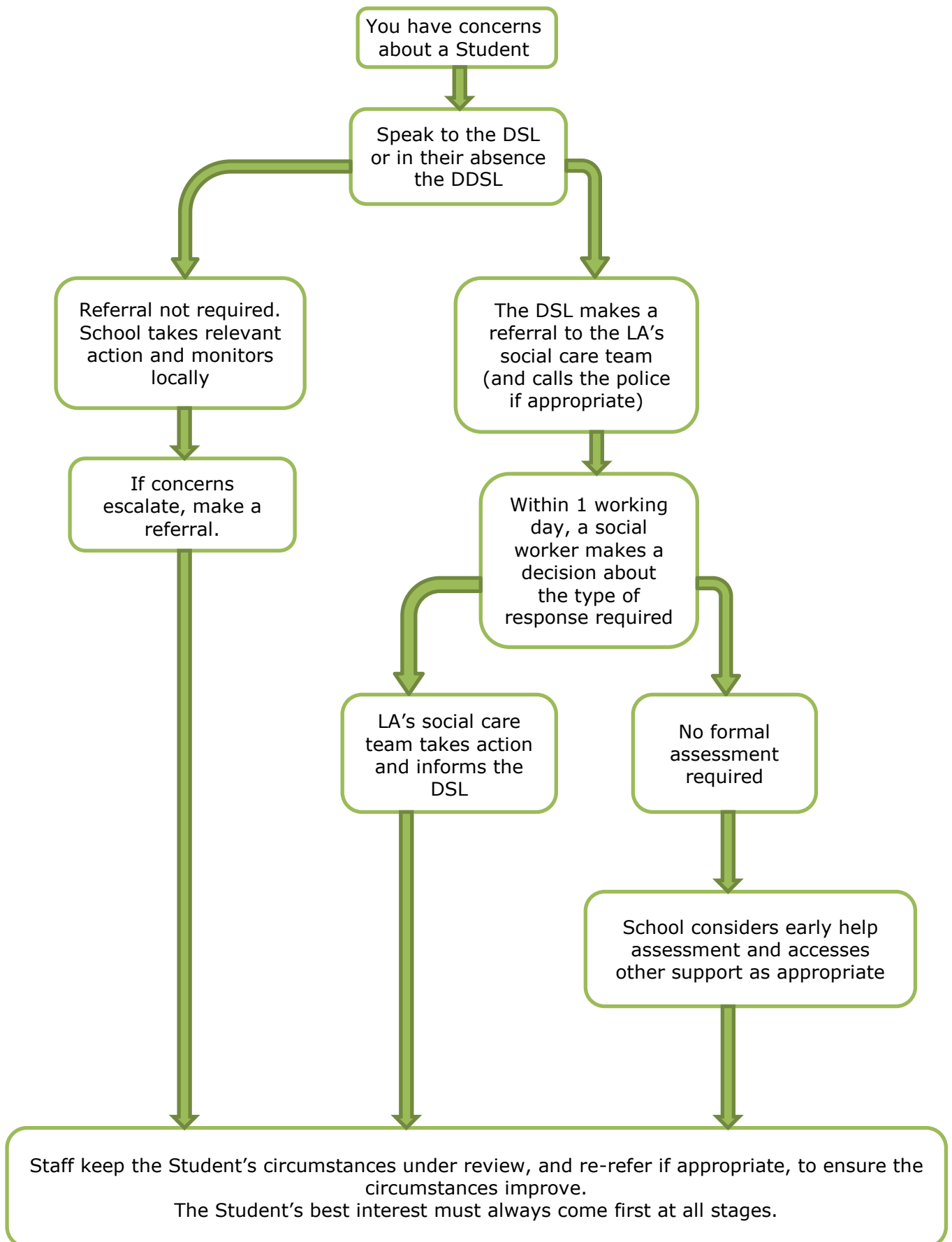
A Student who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

Appendix 2

Procedure if you have concerns about a Student's welfare (no immediate danger)



Appendix 3

FGM mandatory reporting process

This process map is intended to demonstrate where the FGM mandatory reporting duty fits within existing processes. It is not intended to be an exhaustive guide, and should be considered in the context of wider safeguarding guidance and processes.

