



FEATHERBY FEDERATION

SAFEGUARDING POLICY & PROCEDURES FOR PROTECTING VULNERABLE PUPILS

Principles Statement

At Featherby we offer all pupils, parents and staff equal opportunities regardless of age, gender, ethnicity, ability or background. To achieve this, we provide support for individual learning needs to ensure that all pupils meet their potential. We recognise the range of needs and value the wide diversity of cultures of each child. We do not tolerate discrimination of any kind against our pupils, parents or staff.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality Impact Assessment

An adverse impact is unlikely, and on the contrary the policy has the clear potential to have a positive impact by reducing and removing barriers and inequalities that currently exist.

Policy written by The Senior Leadership Team
Policy date March 2017
Policy review March 2018

Adopted by governors March 2018

1. Identification

Vulnerable pupils are those who at some point in their childhood have either additional or more significant or complex needs.

An estimate 20-30% of children have additional needs at some point in their childhood, requiring extra support from education, health, social services or other services. This could be for a limited period or on a long term basis. Support for pupils with additional needs will draw on a range of targeted in-school provision and procedures as well as a multi agency approach where necessary. The range of additional needs may typically include:-

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| Disruptive or anti-social behaviour | Disengagement from education including those at risk of becoming not involved in education, employment or training post 16 |
| Overt parental conflict or lack of parental support/boundaries | Involvement in or risk of offending |
| Poor nutrition | Ill health |
| Poor attendance or exclusion from school | Substance abuse |
| Anxiety or depression | Experiencing bullying |

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|---------------------------|--------------------------|
| Special educational needs | Housing issues |
| Disabilities | Pregnancy and parenthood |

Children with more significant or complex needs which meet the threshold for statutory involvement include:-

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| Looked after children | Children subject to a child protection plan |
| Children who are carers | Children for whom adoption is the plan |
| Children with severe and complex special educational needs | Children with complex disabilities or complex health needs |
| Children diagnosed with significant mental health problems | Young offenders involved with youth justice services (community and custodial) |

In addition, the following groups of children may be particularly vulnerable:-

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| Children living away from home | Children in hospital |
| Children who may be vulnerable to racist or homophobic bullying | Children living in households where there is domestic violence |
| Children who may be vulnerable to cyber bullying or to abuse via the internet | Unaccompanied asylum seeking children |

The above lists are not necessarily exhaustive, but provide a starting point for the identification, care and safeguarding of such children.

2. The Process of Safeguarding Children

The NSPCC has defined the term 'safeguarding children' as:-

“Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Safeguarding means protecting children from abuse and maltreatment, preventing harm to children’s health or development, ensuring children grow up with the provision of safe and effective care and taking action to enable all people and young people to have the best outcomes.” (NSPCC, 2017)

3. Procedures to Protect Vulnerable Children

The following policies outline many of the established procedures the school has in place for the support and protection of vulnerable children. They operate alongside associated school and authority documents:

- Child Protection Policy
- Children in the Care of the Local Authority folder
- Child Protection Code of Practice
- Local Authority Child protection Procedures
- Safeguarding Statement
- Policies/schemes for Equality and Diversity – Racism, Disabilities, Gender,
- SEN and Inclusion policy
- Anti-Bullying and Behaviour Management policies
- Staff handbook
- Whistle blowing policy
- ICT Use Policy
- Attendance Policy
- Safer Recruitment Procedures
- Health and Safety Policy

In addition, the school makes use of and/or provides the following:-

- Use of Personal Education Plans (PEPs), Personal Support Plans (PSPs) Self Esteem Courses
- Parental Information Evenings
- SENCO sessions
- Close links with AAP, Educational Psychology
- Robust Safer Recruitment Procedures
- Transition procedures, including visits to Secondary schools and previous settings.

4. Responsible Persons

The member of staff who has overall responsibility for safeguarding and Child Protection is Mr Brenton. Mr Rutland and Mrs Algar are Deputies. All pupils have access to a range of safe adults, including the Class Teacher or Teaching Assistant. For vulnerable pupils, the responsible person who will oversee, monitor and ensure co-ordination of provision to meet their needs is, in most cases, Mr Brenton. In all cases, our concern is to:-

- Protect children from abuse or neglect
- Prevent impairment of their health and development
- Ensure they are growing up in circumstances consistent with the provision of safe and effective care

5. Common Assessment Framework

The Common Assessment Framework (CAF) has been introduced by the Local Authority to ensure sharing of information and a multi agency approach. The CAF is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. It can be used by practitioners across children's services.

The CAF will promote more effective, earlier identification of additional needs, particularly in universal services. It is intended to provide a simple process for a holistic assessment of a child's needs and strengths, taking account of the role of parents, carers and environmental factors on their development. Practitioners will then be better placed to agree, with the child and family, about what support is appropriate. The CAF will also help to improve integrated working by promoting co-ordinated service provision.

6. General Procedures

6.1 Staff, volunteers and visitors

- All staff are trained in Child Protection and related procedures. The Designate Safeguarding Lead and Deputy attend additional training. Information leaflets are available to staff, volunteers and visitors.
- DBS checks are carried out on all staff and volunteers, with records kept.
- Headteacher, Assistant Head teacher, Chair of Governors and a further governor are trained in Safer Recruitment and vetting procedures.
- Staff know how to alert the DSL to immediate Child Protection concerns. These are acted on as quickly as possible.
- Visitors to school are asked to sign the visitors' book, which gives general safety instructions, and wear a badge Staff wear identity badges. Contractors are escorted to their area of work and are informed of procedures in Child Protection.
- Attendance is monitored. Office staff check up on children with regular or long periods of absence. The Headteacher monitors the situation and will also contact parents/carers by telephone or in writing. The Attendance Advisory Practitioner will be involved in follow up actions after referral by the school.
- Information is shared with other agencies where the welfare of the child is of paramount concern.
- Where a growing level or picture of concern emerges we may call a meeting or fill in a CAF (Common Assessment Framework) or multi-agency meeting.
- As a school we initiate and maintain a good relationship with parents/carers. Support is offered where possible, for instance through in school parent activities. We also refer parents/carers to other agencies who can help, for example Twydall Hand in Hand Children's Centre or Understanding Your Child.

6.2 Classroom

- Concerns are logged initially via the "Cause for Concern forms, unless they are immediately considered to be Child Protection concerns. These Cause for Concerns are checked by the DSL and deputies regularly with appropriate follow-up actions undertaken.
- Follow-up actions may take many directions depending on need:
 - Contact with parent/carer
 - Strategies suggested for overcoming the problem
 - Monitoring in an appropriate manner
 - Referral to another member of staff
 - Referral to another agency
 - Child Protection referral/procedures
- Children's needs are identified as soon as possible and referrals are made to specialist agencies who may make assessments and support children in school, for example Speech and Language therapy, Autism outreach –often this is with consultation with the schools SEN lead

- Children with Special Educational Needs are supported appropriately. are written and shared with parents/carers.
- Behaviour Management plans are written to ensure that children with challenging behaviour are properly supported. These plans are written in co-operation with parents/carers.
- Plans and protocols are written for pupils with medical or health problems. These are written in consultation with parents/carers and health care staff. They are shared with relevant staff members.
- Some free places are kept at Breakfast Club for children from backgrounds where parents/carers are unable to provide breakfast for their children.

7. Looked After Children

- School identifies a Designated Looked After Children Teacher (DLACT) for children in the care of the authority. This is currently the Designated Safeguarding Lead (DSL). The DSL ensures that the school fulfils its duties in regard to the child's education and ensures that the class teacher is aware of the needs of the child and has appropriate support in place.
- We aim to maintain good, regular communication with foster carers and social care workers.
- We work closely with the "virtual Headteacher" for children in the care of the authority.
- Personal Education Plans are written to support the child in his/her learning and welfare. Meetings are held with all relevant parties to set up and monitor plans.
- Progress, achievement and attendance are closely monitored.
- Should there be further concerns about the child, these are shared with the social worker.
- Permission for taking part in school activities is obtained from the appointed LA officer.

8. Children with a Child Protection Plan

- The school ensures that an appropriate member of staff attends both Child Protection Conferences and core group meetings. This person will be able to report on the progress of the child and give information on attendance and welfare issues.
- A close working partnership is maintained with social workers and where possible, with the parent/carer.
- Children with Child Protection plans have a confidential file which is kept securely with restricted access.
- A log is kept of any incidents or disclosures, these are shared as appropriate.
- School will always consider how it can contribute to the protection of the child and any actions that can be taken will be taken.

9. Children with Disabilities

- A full discussion of the needs of the child will take place between relevant members of staff and parents/carers.
- Support staff will be made aware of the child's vulnerability and all aspects of care will be fully discussed, with or health care plans written if needed.
- Where a child is unable to attend to his/her own personal needs such as toileting, a procedure will be agreed with the staff members concerned, the parents/carers, and if capable the child.
- Where necessary adaptations are made to the school environment and routine in order that the child is not disadvantaged.

Appendix 1: KEEPING CHILDREN SAFE IN EDUCATION (DfE 2016)

On publication of this Child Protection Policy (July 2016), the May 2016 version of the statutory guidance '**Keeping Children Safe In Education**' available online, has been denoted by DfE as 'for information only'. The guidance commences on 5th September 2016. The DfE have confirmed that this guidance will be updated annually thereafter.

The existing version of the statutory guidance mentions that there will be also be updates likely in respect to the definition of Child Sexual Exploitation and also regulations relating to Children Missing from Education.

The DSL has therefore decided to provide the hyperlink only to Keeping Children Safe in Education in this policy rather than the document in its entirety, due to likely frequent change in content.

It is **essential** that **all** staff have access to this online document and read Part 1 and Annex A, which provides further information on:

- children missing from education

- child sexual exploitation
- 'honour based' violence
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

Staff should subsequently be re-directed to these online documents again should any changes occur.

Link to Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>