



Foxford

Child Protection & Safeguarding Policy

Local Level Policy

Policy last reviewed: August 2018

Reviewed by: Sarah Beestone

Agreed by governors: To be agreed

Shared with staff: September 2018

Frequency of review: Annually

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Contact Details for all school staff and Governors identified in this policy:

Telephone Foxford School 02476369200

Designated Safeguarding Lead: Sarah Beestone – Deputy Head teacher

Deputy Designated Safeguarding Leads:

Susan Wiseman – Family Support Team

Jasbir Mattu – Family Support Team

Leah Davidson – Attendance Liaison Officer

Diane Millar – Assistant Director of Learning – Key Stage 4

Catherine Winton – Director of Learning for Year 7

Michael Moore – Assistant Head teacher

Named Governor for Safeguarding: Marian Simpson

Chair of Governors: Richard Elkin Contact Foxford School 02476369200

Vice Chair of Governors: Marian Simpson

Local Authority designated officer: Angie Bishop, Risk Management Co-ordinator and designated officer

Email address: lado@coventry.gcsx.gov.uk

Telephone number: 02476 833 443

Designated Lead for Looked After and Previously Looked-After Children:

Tracy White – Special Educational Needs Co-ordinator (SENCo)

E-Safety Lead: Sarah Beestone, Deputy Head Teacher

PREVENT Lead: Sarah Beestone Deputy Head Teacher

Social Care (Multi Agency Safeguarding Hub - MASH): Telephone 024 7678 8555

For URGENT referrals to Social Care OUT OF OFFICE HOURS: Telephone 024 7683 2222

Police: In an emergency dial 999. For non- emergencies dial 101.

Police Anti-terrorist hotline; 0800 789321

Foxford School Community Liaison Police Officer: PC Russell Wilks, North East Schools Link Officer, Stoke/ Wyken Neighbourhood Police Team

SCHOOL NURSE SERVICE: Coventry School Nurse Service

Telephone 024 7696 1450

CAMHS: Telephone 0300 200 2021. In an emergency dial 999.

Foxford School September 2018

Foxford School is committed to the safeguarding of all students and to the multi-agency and partnership approach which is required to ensure effective child protection processes and practice.

We will work to nationally published guidelines and will follow the expectations set out by the Coventry Local Safeguarding Children Board.

We will work in the best interests of the child in all circumstances, utilising Coventry's safeguarding thresholds to assess the appropriateness of referrals to Social Care, the Police or other relevant support agencies.

It is the responsibility of all staff to ensure the effective safeguarding of all students

and we will maintain a culture and ethos of “it could happen here” in all aspects of our safeguarding work, including the ongoing training of staff and governors.

Table of Contents

1	Definitions	4
2	Introduction	4
3	Roles and Responsibilities	6
4	Types of abuse.....	8
5	Responding to signs of abuse.....	12
6	Record-keeping.....	17
7	Photography and Images	17
8	Early Help.....	17
9	Staff training.....	17
10	Safer Recruitment.....	18
11	Allegations of abuse against staff.....	19
12	Promoting safeguarding and welfare in the curriculum.....	19
13	Children Looked After	20
14	Children with Special Educational Needs	20
15	Use of reasonable force.....	20
16	Work Experience.....	20
17	Summary	21
	Appendix A.....	21
	Appendix B – Further Safeguarding Information	21

1 Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2018) as;

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Foxford School.

2 Introduction

2.1 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate Foxford School's commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to Foxford School's safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Foxford School is committed the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of Foxford School, in line with Keeping Children Safe in Education (September 2018) are to;

- work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Foxford School understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- [Keeping Children Safe in Education \(September 2018\)*¹](#)
- [Working Together to Safeguard Children \(July 2018\)*](#)
- [Guidance for Safer Working Practice for those working with children and young people in education settings \(2015\)](#)
- [What to do if you are worried a child is being abused: Advice for practitioners \(2015\)](#)

2.6 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex A of Keeping Children Safe in Education (September 2018).

2.7 This policy should be read in conjunction with the following policies;

Anti-bullying Policy

Attendance Policy

Children Missing in Education Policy

Data Protection Policy

Engagement for Learning Policy

E-safety Policy

Safer Recruitment Policy

Links to these policies can be found on the school website.

2.8 Scope

2.8.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Foxford School. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

¹ Guidance marked with an asterisk (*) is statutory.

2.8.2 Rather than duplicating content from Keeping Children Safe in Education (September 2018) in this policy, it should be understood that Foxford School will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

3.1 The Role of the Governing Body

3.1.1 Foxford School has a named Governor for Safeguarding and Child protection, **Marian Simpson**, who takes leadership responsibility for the safeguarding arrangements at Foxford School and also leads on the quality assurance of the school systems.

3.1.2 Part 2 of Keeping Children Safe in Education (September 2018) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Ensure that they comply with their duties under legislation;
- Ensure that policies, procedure and training in Foxford School are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure that Foxford School takes into account local authority and Coventry Local Safeguarding Board policies and supply information as requested by the CSCB;
- Ensure that Foxford School has an effective child protection policy, that it is published on the school website or available by other means and review this annually;
- Ensure that Foxford School has a staff behaviour policy or Code of Conduct;
- Ensure that all staff undergo safeguarding and child protection training on induction;
- Put in place appropriate safeguarding responses for children who go missing from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of designated safeguarding lead;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and
- Respond to allegations of abuse against the headteacher.

3.2 The Role of the Headteacher

3.2.1 The Headteacher will;

- Ensure that this policy is reviewed annually and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the designated safeguarding lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;

- Respond to allegations of abuse against all other members of staff;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's social care have access to Foxford School to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2018).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Lead for Foxford School is Sarah Beestone.

The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection in Foxford School.
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children' (2018);
- Identify if children may benefit from early help;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;
- Be available during school or college hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (September 2018);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves Foxford School;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Promote a 'culture of safeguarding', in which every member of the Foxford School community acts in the best interests of the child;

- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in Foxford School; and
- Liaise with the Headteacher regarding safeguarding cases and issues.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2018).

3.4 The Role & Responsibilities of all Staff within School

3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in Foxford School;

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in Foxford School that support safeguarding and child protection;
- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2018) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Social Care (though the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child, or failing to protect a child from harm. The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;

- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Working Together to Safeguard Children, 2018)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child 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 child 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 children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child 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 children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child 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 children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other

Type of abuse	Information
Child sexual exploitation (CSE)	<p>children. The sexual abuse of children by other children is a specific safeguarding issue in education.</p> <p>CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</p>
Neglect	<p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child 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 child 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 child's basic emotional needs.</p>

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's social care (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from social care and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 The school recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child;

- Is disabled and have specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);

- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.²

4.7 Foxford School recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if Foxford School believes that a child is at risk of or is the victim of;

- physical abuse;
- sexual abuse;
- child sexual exploitation;
- emotional abuse;
- neglect;
- bullying, including cyber- or online-bullying;
- criminal exploitation (including involvement in county lines);
- domestic abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- honour-based violence;
- radicalisation;
- relationship abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sexting;
- trafficking and modern slavery.

4.8 Foxford School will also take action to protect;

- Children missing education;
- Children missing from home or care.

4.9 There are other familial issues that can have a detrimental impact on children.

We work with other agencies in line with Keeping Children Safe in Education (2018) to

² Taken from paragraph 18, Keeping Children Safe in Education (September 2018)

support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless.

4.10 Foxford School has a duty to refer any children who are living in a private fostering arrangement to the local authority.

4.11 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have “due regard” to the need to prevent people from being drawn into terrorism. See Appendix B for further information on Foxford School’s Prevent duty.

4.12 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead or a Deputy DSP.

4.13 See Appendix B for further information and guidance on the above issues.³

5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child’s welfare, they should report it to the designated safeguarding lead without delay. Although any member of staff can make a referral to children’s social care, where possible there should be a conversation with the designated safeguarding lead.

5.2 If anyone other than the designated safeguarding lead makes a referral to children’s social care or to the police, they should inform the DSL as soon as possible.

5.2 All staff will be alert to indicators of abuse and will report any of the following to the designated safeguarding lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child’s presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures of abuse that children have made;

5.3 There will be occasions where a child discloses abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask ‘leading’ questions;

³ Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix B.

- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have a discussion with the DSL prior to this.

5.4 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure. The DSL may;

- Manage support for the child internally;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if Foxford School is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but the school believes that a child is at significant risk of harm, a referral will still be made to children's social care.

5.5 For further information about the Coventry Safeguarding Children Board's 'Right Help, Right Time' guidance, which is used by Foxford School to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.

5.6 See page 18 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2018).

5.7 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL, but the legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.⁴

5.8 Foxford School understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer abuse.

5.8.1 Foxford School will ensure staff understand what is meant by peer on peer abuse and the school policy on peer on peer abuse within the annual safeguarding training and the safeguarding training to new staff.

5.8.2 Foxford School will work to prevent peer on peer abuse by raising awareness of what constitutes peer on peer abuse and its impact through assemblies, the student bulletin, registration activities and the PSHE programme (including Relationship and

⁴ *introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

Sex Education). The focus will be on fostering healthy and respectful relationships between all students. In the event that an allegation of peer on peer abuse is made, Foxford School will follow the procedures as set out in this policy and other relevant policies, dependent on the nature of the allegation. It is expected that staff will record all instances of peer on peer abuse on CPOMS.

- 5.8.3 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by a Designated Senior Person, the student's Tutor, the appropriate Director of Learning or a member of the Leadership Team. Foxford School will never pass off peer on peer abuse as 'banter' or 'part of growing up'.
- 5.8.4 At Foxford School all peer on peer abuse is unacceptable and will be taken seriously. Peer on peer abuse on the grounds of gender, gender orientation, ethnicity or language will be dealt with through the Anti-Bullying and/or Engagement for Learning Policy as appropriate. For peer on peer abuse which is a safeguarding/child protection matter then the designated senior person must conduct the investigation to ensure that appropriate referrals into children's social care are made.
- 5.8.5 Foxford School will adhere to guidance set out in Keeping Children Safe in Education (2018) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse.

5.9 Youth Produced Sexual Imagery ('sexting')

5.9.1 'Sexting' refers to any sharing of youth-produced sexual imagery between children. This includes;

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.9.2 Foxford School has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online. Please refer to our E-Safety policy for further information.

5.9.3 Any incidents or suspected incidents of 'sexting' should be reported to the DSL without delay.

5.9.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, January 2018);
- Referrals to the police and/or MASH;
- Sanctions in accordance with Engagement for Learning policy;
- Support for young people involved to prevent reoccurrence;

5.9.5 The school recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.9.6 Any incidents of 'sexting' involving the following will result in a MASH and/or Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;

- Extreme, or violent content;
- Immediate risk of harm.

5.9.7 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.9.8 We will work with parents as necessary if their child is involved in 'sexting'.

5.9.9 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

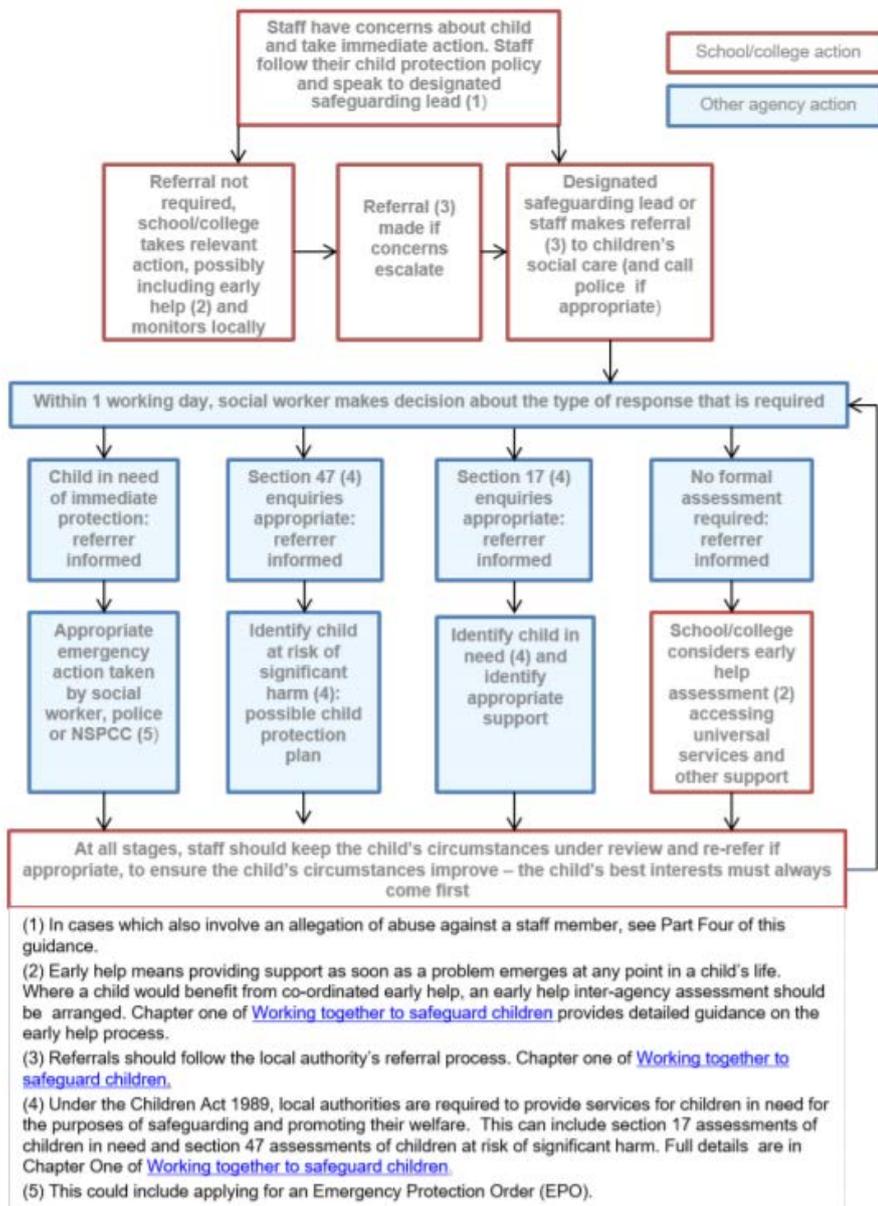
5.10 Searching, Screening and Confiscation

5.10.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Foxford School.

5.10.2 Foxford School adheres to 'Searching, Screening and Confiscation: Advice for Schools (May 2018).

5.10.3 Please see Engagement for Learning Policy for further information on our procedures for searching, screening and confiscation.

Actions where there are concerns about a child



5.11 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. The school will follow up referrals if we do not receive feedback from social care.

MASH Telephone number: 02476 788 555

MASH online referral form: <http://www.coventry.gov.uk/safeguardingchildren>

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to MASH and to CTU_GATEWAY@west-midlands.pnn.police.uk

[5.12 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the LSCB's Escalation Policy, to ensure that our concerns have been addressed and that the situation improves for the child.](#)

6 Record-keeping

6.1 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.2 Foxford School keeps all safeguarding files electronically, using a system called CPOMs.

6.3 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.4 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.

6.4 The school will seek at least two emergency contacts for every child.

6.5 All data processed by Foxford School is done so in line with the General Data Protection Guidelines. Please see the Data Protection Policy for additional information;

7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Foxford School. Data sheets are then sent to parents/carers to update annually.

7.2 Parents can withdraw consent at any time and must notify Foxford School if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

8 Early Help

8.1 Foxford School is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. Foxford School works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Park Edge Family Hub, Roseberry Avenue, Bell Green, Coventry, CV2 1NE

8.2 Foxford School works within the LSCB ['Right Help, Right Time'](#) framework, available on the LSCB website.

9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Foxford School has committed to training staff throughout the academic year. All staff members will be made aware of Foxford School's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and Annex A of Keeping Children Safe in Education (September 2018)
- School procedures for Children Missing in Education
- The school Behaviour Policy (Engagement for Learning Policy)

9.2 Staff at Foxford School will;

All attend September Annual Safeguarding Training with further updates termly.

All have access to fortnightly “Engagement and Inclusion” newsletter which contains further updates as appropriate.

New Staff: Additional Safeguarding Training including Safeguarding in the Classroom.

Other focused training to include training on aspects of mental health and Team Teach (April 2019).

Designated Senior Person and Deputies attend Refresher Safeguarding Training as appropriate to need.

The school subscribes to the NSPCC CASPAR weekly updates for safeguarding and child protection, which are shared with the safeguarding team (and other staff as appropriate).

The school subscribes to the Andrew Hall weekly updates for Safeguarding and Child Protection, which are shared with the safeguarding team (and other staff as appropriate).

Designated Senior Person attends Coventry DSL briefings.

9.3 Foxford School recognises that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and ‘sexting’⁵. Staff will be training in these areas in order to be able to further recognise if a child is at risk of harm.

10 Safer Recruitment

10.1 Foxford School is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).

10.2 A record of all checks on members of staff will be held on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. Foxford School reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.

10.4 At least one member of every interview panel will have undergone Safer Recruitment training.

10.5 We take proportionate decisions on whether to check individuals beyond what is required.

10.6 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times.

10.7 All safer recruitment practices at Foxford School comply with Keeping Children Safe in Education (September 2018). See Part 3 of Keeping Children Safe in Education (September 2018) for further information.

10.8 See Safer Recruitment policy for further details.

⁵ Also known as ‘youth produced sexual imagery’.

11 Allegations of abuse against staff

11.1 Foxford School takes all allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2018) and the LSCB Guidance, [‘Managing Allegations against Staff and Persons in a Position of Trust’](#).

11.2 If a concern or allegation of abuse arises against the Headteacher, it must be reported to the Chair of Governors without delay.

11.3 If a concern or allegation of abuse arises against any member of staff other than the Headteacher, it must be reported to the Headteacher without delay.

11.4 Allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.5 The Headteacher or Chair of Governors should consider if the allegation meets the threshold for Designated Officer intervention. The Local Authority designated officer is Angie Bishop and contact details can be found at the front of this policy.

11.6 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.

11.7 If a child has suffered abuse or harm, a MASH referral will also be made.

11.8 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Foxford School in managing the allegation.

11.9 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not have resigned.

11.9 Whistleblowing

11.9.1 Foxford School operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or Foxford School’s safeguarding processes to the senior leadership team.

11.9.2 The senior leadership team will take all concerns seriously.

11.9.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

12 Promoting safeguarding and welfare in the curriculum

12.1 Foxford School recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 Children at Foxford School will receive the following as part of our promotion of safeguarding across the curriculum:

Information displayed in key areas of school as to who to report concerns to.

Information on the weekly student bulletin as to who to report concerns to.

Information and awareness on key safeguarding issues via the assembly rota, registration activities, PSHE (including SRE) and the use of outside speakers as appropriate.

Information and awareness on key safeguarding issues on the school website and through our twitter feed.

Opportunities to discuss safeguarding issues through registration activities and the PSHE curriculum.

Opportunities to discuss concerns with a mentor or with the school nurse.

The opportunity to disclose concerns about other students anonymously via a post box in the Hub.

The opportunity to receive support via a protective behaviours mentoring programme in school if appropriate.

13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Foxford School recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is **Tracy White** (SENCo)

13.2 Staff will receive training on how to best safeguard children who are Looked-After and Previously Looked-After.

13.3 The school will work with Personal Advisors when children leave care (where applicable).

13.4 Foxford School is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

14 Children with Special Educational Needs

14.1 As outlined in Keeping Children Safe in Education (2018), Foxford School is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.⁶

4.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities.

4.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

4.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

15 Use of reasonable force

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is necessary.

Information about use of reasonable force is contained in our Engagement for Learning Policy. All incidents are recorded on CPOMS. Staff are trained in de-escalation techniques.

16 Work Experience

The Work Related Learning Co-ordinator is **Helen Canning**. All of the work related learning providers that the school uses are part of the Coventry City Council offer to schools. All have their own DSP and follow the same standardised Safeguarding and Child Protection processes. The Work Related Learning Co-ordinator liaises with the DSP at Foxford School to ensure that students are safeguarded offsite. The school uses CLM (Collaborative Learning Manager) to monitor the attendance of students attending offsite provision and this is monitored daily by the Work Related Learning Co-ordinator (and in her absence by Admin

⁶ Keeping Children Safe in Education, September 2018

Support) with follow up for students who are absent.

17 Summary

17.1 The school is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

Appendix A

The school's safeguarding policy is intended to be used in conjunction with the following policies which can be found on the school website;

- Anti – Bullying Policy
- Attendance Policy
- Behaviour (Engagement for Learning) Policy
- Children Missing in Education Policy
- Children/Young people with Medical Needs Policy
- Complaints Procedure
- Critical Incident Plan
- Data Protection Policy
- E-safety Policy
- Privacy Notice
- Health & Safety Policy
- Privacy Notice
- PSHE/SRE Policy
- Safer Recruitment Policy
- Self-Harm Policy
- SEND Policy
- Wearing of the Kirpan Policy
- Whistleblowing Policy

The school adheres to Coventry Local Safeguarding Children Board's Policies, which can be found here: <http://www.proceduresonline.com/covandwarksscb/contents.html>

- [Allegations Against Staff or Persons in a Position of Trust Policy \(LSCB\)](#)
- [Escalation and Resolution of Professional Disagreements \(LSCB\)](#)

Appendix B – Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.6, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education 2018, Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

Bullying, including cyber- or online-bullying

The school takes all forms of bullying seriously and will respond sensitively and quickly to any

reported bullying. Children should report any bullying to their form tutor, their Director of Learning, to a DSL, a member of the Leadership team or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum.

Bullying can take many forms and we have policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Engagement for Learning Policy, the E-Safety Policy and paragraph 5.8 of this policy for further information.

Criminal exploitation (including involvement in county lines)

The school monitors students' attendance closely and operates first day contact procedures for students who have not attended school with no reason given. Patterns of attendance are closely monitored by the Attendance Officer, Leah Davidson, and Directors of Learning. Contact is made with parents where there are concerns that a student may be involved in county lines or other forms of criminal exploitation and further referrals will be made to social care if appropriate.

Domestic abuse

The DSP receives an alert where there has been domestic violence in the home by 9am the following day as part of 'Operation Encompass'. The purpose of this is to ensure the child is supported in school appropriately.

Fabricated or induced illness

The school monitors concerns through normal safeguarding processes, with referrals to social care as appropriate.

Faith-based abuse

The school monitors concerns through normal safeguarding processes, with referrals to social care as appropriate.

Female genital mutilation

The school monitors concerns through normal safeguarding processes and follows all statutory guidance for the reporting of Female Genital Mutilation (FGM). Families requesting leave of absence from school for their child are automatically invited in for a meeting with the DSP if they are travelling to, or originate from, a high risk area for FGM.

Forced marriage and Honour Based Violence

The school monitors concerns through normal safeguarding processes. Additional training in Forced Marriage and Honour Based Violence has been undertaken by the DSP.

Gangs or youth violence

The school monitors concerns through normal safeguarding processes. The school liaises closely with the school's based Police Officer to enable information sharing and appropriate intervention and follow up.

Gender-based violence

The school monitors concerns through normal safeguarding processes. Please see the Engagement for Learning Policy for further information on how the school employs sanctions when appropriate.

Hate

The school monitors concerns through normal safeguarding processes. Please see the Engagement for Learning Policy for further information on how the school employs sanctions when appropriate.

Homelessness

The school offers support through a member of staff trained to give advice through the

Citizen's Advice Bureau (CAB). Please contact school and ask to speak to **Susan Wiseman**.

Radicalisation and Extremism

The school follows the Prevent Duty which is the duty under the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Staff have received training (updated 2018) to be able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. The school also addresses issues around Prevent through the assembly rota, registration activities and the PSHE programme to support students to build resilience to radicalisation whilst enabling them to have opportunities to discuss issues around radicalisation and extremism. The school also has information for parents in the Reception area and on the school website.

The school monitors concerns through normal safeguarding processes. The school maintains a fair and balanced approach to concerns that are raised and these are fully investigated by the Prevent Lead, **Sarah Beestone**. Referrals to the Channel programme are made where there are legitimate concerns.

Relationship abuse

The school monitors concerns through normal safeguarding processes and interventions are put in place as appropriate to need.

Sexual violence or sexual harassment (including peer-on-peer abuse)

Foxford School adheres to guidance set out in Keeping Children Safe in Education (2018) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse, sexual violence and sexual harassment.

Sexting

The school monitors concerns through normal safeguarding processes and interventions are put in place as appropriate to need. Please see section 5.9 of this policy and the E-safety policy for further details.

Trafficking and modern slavery

The school monitors concerns through normal safeguarding processes. Attendance is monitored daily by the attendance officer and the Director of Learning. All new admissions to Foxford School are overseen by the DSP.

Children missing from education, home or care

The school will also take action to protect;

- Children missing education
- Children missing from home or care

Please see our Attendance Policy and Children Missing from Education Policy for further information.

Private Fostering

The school have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 28 days. We also expect staff to refer children to the DSP if they become aware that the child is not living in the family home.

Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The school recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

September 2018 - Safeguarding & Child Protection Policy

A requirement of our Safeguarding Policy and a Safeguarding Audit is that, as well as giving all staff a verbal Safeguarding briefing they are required to have read the Safeguarding Policy.

I ask that you take time to read this policy; for your benefit and that of our students.

Please confirm that you have read the Policy by signing below and return the slip to Tina Nicholson – PA to Head – by Friday, 14 September 2018

I confirm I have read the above policy:

Name:

Date: