Policy Title:	**Safeguarding**

Why we write policies: *The Thriving Small Business* wrote *7 Reasons to Writing Business Policies and Procedures*, identifying these as, *Articulation of Required Steps, Performance Measures, Process Consistency, serve as a Training Tool, Incorporates Worker Experience, Training Refresher, Foundation for Process Improvement.* Whilst we agree with the points they identify, we also see them as so much more. Our policies are the reflection of who we are as an organisation, what we are collectively striving for and how we aim to achieve those goals. None of our policies are written in isolation and should be read in conjunction with one another. If you see any areas where our policies could better represent who we are, or could be developed to support achieving our objectives please let us know.

Why we wrote this one: The View School is committed to its responsibility for the safeguarding of all students including the protection of children and vulnerable adults.

We are also committed to providing high quality education and training and to ensuring that our students achieve to the very best of their ability. In undertaking this, the school recognises that students are more likely to succeed on their course and achieve best life chances if they are in a safe environment where their well- being is paramount.

The School aims, at all times, to create and maintain a safe environment for all students, staff, volunteers and visitors in partnership with Local Authority Safeguarding teams, Police and other relevant agencies in the safeguarding system.

Who wrote this? :   Julian Roberts, Director

Who reviewed this? :   Every policy is reviewed by the Senior Leadership Team and a professional from the advisory group.

How do we know this stuff? :   https://thethrivingsmallbusiness.com/7-advantages-to-writing-business-policies-and-procedures/ ,Children and Families Act 2014, SEND Code of Practice 2015, West Heath School, Barnet and Southgate College, Keeping Children Safe in Education 2019 (KCSIE), Equalities Act 2010

When did we write this? :   Version3 – September 2019

Policies and Guidance – Safeguarding

When are we checking it? :   April 2020

Where else can I read this? :   theviewschool.org, The school office

Our approach: The School recognises that the following principles play a vital role in safeguarding and promoting the welfare of children, young people and vulnerable adults.

All children, young people and vulnerable adults, regardless of age, gender, ability, culture, race, language, religion, sexual identity, marriage or civil partnership or maternity have equal rights to protection and have the right to learn in a safe environment.

Everyone who comes into contact with children and vulnerable adults has a part to play in safeguarding and must *fulfil their responsibility* and this should be with a **student- centred** approach by listening and taking into account their needs and wishes.

All staff are required to be alert to indicators or signs that a student (child, young person or vulnerable adult) may be suffering or at risk of suffering significant harm and on identification should seek advice from the appropriate service for instance the Designated Safeguarding Lead (DSL). This may entail multiple referrals over a period of time to understand the significance of the information being shared and ensure necessary action is taken.

All staff have a responsibility to be aware of the procedures should a disclosure of abuse or abuse of trust be made to them, or if they have concerns that a student may be suffering or at risk of suffering significant harm.

Any concern must be considered a priority and be reported to the DSL or DSO without delay.

Staff involved in child protection and vulnerable adult support work will receive appropriate support and training.

The procedures contained in this policy apply to **all** staff and are consistent with those of the Local Safeguarding Boards.

*Keeping Children Safe in Education 2018 (KCSIE) - * 'must' means legally required to do something. 'Should' means the advice set out should be followed unless there is good reason not to. (These definitions will be relevant throughout this policy)*

Our aims

To provide all staff and stake holders with the necessary information to enable them to meet their safeguarding responsibilities with regard to Keeping Children Safe in Education, Child Protection, Vulnerable Adults' support and the Prevent Duty.

To ensure consistent good practice and compliance with government legislation and guidance.

To demonstrate the School's commitment to Safeguarding, Child Protection, support for vulnerable adults and Prevent Duty.

Procedure to follow in response to a disclosure or indicator of abuse*

If a student tells a staff member or responsible person about risks to their safety or wellbeing, or a member of staff has any concerns about a student, the School's Safeguarding procedure is to:

- *Take any appropriate emergency action (First Aid, Headteacher, Police etc.)*

- *Explain to the student the referral you are making and possible next actions*

- *Speak with a Designated Safeguarding Officer about the concerns*

- *Complete a SERIOUS CONCERN FORM (appendix 1c)*

Early help i.e. welfare and lower risk prevention advice or signposting should be referred to the Head Teacher or Assistant Head Teacher.

Referral to external agencies

The **Designated Safeguarding Lead (DSL)** will assess and manage support internally at School, make appropriate referrals following the relevant Local Safeguarding Children's Board (LSCB) or Adult Safeguarding Board (ASB) procedures. This could include early help assessment or statutory intervention. Contextual information such as external factors will be included where known and available.
Any information shared will be appropriate, proportionate and respectful of confidentiality and in- line with GDPR.

Reporting directly to child protection agencies

Staff must follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the National Society for the Prevention of Cruelty to Children (NSPCC), the Kent Local Authority Designated Officer (LADO) if:

The situation is an emergency and the DSL, DSOs, are all unavailable
They are convinced that a direct report is the only way to ensure the student's safety.
This should be followed up with a report to the DSL

Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and have an awareness of potential safeguarding issues*.

General indicators of abuse/warning signs

A change in behaviour: quiet to aggressive or happy-go-lucky to withdrawn
A sudden drop in performance, motivation or engagement
A student who comes to School but does not attend classes
Conflict with parents about future plans or continuing studies at School
Poor attendance and punctuality
Commitments overseas or extended holidays
Self-harming, anxious or depressive behaviours such as anorexia, substance abuse, low self-esteem, suicidal ideation and so forth
Regular injuries such as bruises, bleeding, burns, fractures, etc
Keeping arms and legs covered even in warm weather
Looking unkempt and uncared for
Having no regard for own or other's safety
Showing signs of not wanting to go home
Being constantly tired or preoccupied
Being involved in or particularly knowledgeable about drugs or alcohol
A young person estranged or becomes estranged from family
Use of new or unknown slang words
Unexplained money or possessions
Scared or reluctant to travel to or across certain areas
Unexplained or unauthorised periods of prolonged absence
Change in political, religious or societal view point
Sudden or aggressive expression of different opinions or views
Sudden decision to leave the country or "go on holiday"

A change in friendship groups or social isolation

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse.

It is very important that staff, volunteers and stakeholders refer their concerns following School procedures as information may prompt a referral to specialist services or statutory intervention.

*It is important to remember that abuse and neglect are forms of maltreatment and manifest themselves in different ways depending on the individual, therefore, making it difficult to make an exhaustive list of indicators.

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. Abuse can take place wholly on-line or technology can be used to facilitate off-line abuse. 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 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 cyberbullying), 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, although 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. Sexual abuse can take place on-line and technology can be used to facilitate off-line abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Other factors should be considered as part of the Safeguarding responsibilities in school.eg. Upskirting is the act of taking pictures of another person's genitals or buttocks without their knowledge. This is a criminal offence. Sexting, pictures being shared between children or children and adults of imappropriate imagery of themselves or others.

Neglect: 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 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.

All staff should be aware of specific Safeguarding issues as detailed in *Keeping Children Safe in Education 2018.*

Guidance can be found at the following link or is available from the school office

https://assets.publishing.service.gov.uk/government/uploads/

system/uploads/attachment_data/file/741315/Keeping_Childr
en_Safe_in_Education_2018__Part_One__14.09.18.pdf

Radicalisation and Extremism   The Prevent Duty

The School has a duty to protect children, young people and vulnerable adults against all messages of serious violence, violent extremism, radicalisation and terrorism. This is not directed at any specific ideology, religion, faith, political group or set of beliefs.

Extremism: (as defined by the government) 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation: refers to the process by which a person comes to support terrorism and forms of extremism.

"Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act)
The principle aim is to ensure that the School gives *"due regard to the need to prevent people from being drawn into terrorism*"* in line with the Counter-Terrorism and Security Act 2015 and Prevent Duty. Protecting from the risk of radicalisation is seen as part of the School's Safeguarding Duties and not unlike protection from other forms of grooming and abuse.
There is no single way of identifying students who may be at risk. Staff, students, volunteers and governors are asked to be alert to the 'potential warning signs' and follow the safeguarding procedures

Serious Violence: the consideration of serious violent crime and the impact of the involvement of young people should be considered as part of general Safeguarding. As with many elements of radicalisation, indicators may be changes in friendships, absence from school, self-harm, injuries, new gifts and possessions not normally associated with the young person.

Safeguarding Roles and Responsibilities

Key Personnel	Contact details
Louise Bourne, Designated Safeguarding Lead Headteacher	07920011846
Stacey Miles, Designated Safeguarding Officer Assistant Head	01732865049
Julian Roberts, Designated Safeguarding Officer Director	07725057458

The Designated Safeguarding Lead (DSL):

Takes lead responsibility for safeguarding and child protection, welfare and support for vulnerable adults at School. The Lead has certain duties to fulfil in regards to keeping students safe, the management of safeguarding cases, supporting staff and ensuring relevant training is taking place.

Key responsibilities include:
Coordination of referrals and appropriate recording of suspected abuse and the contribution to strategy meetings with; children's social care, adult social care, Police or Channel (as appropriate) in line with KCSIE 2018. This could include but is not limited to s.17 and s.47 (of the Children's Act) enquires where there is reasonable cause to expect that a child is suffering or is likely to suffer significant harm.
To have an understanding of early help interventions and ensure they are monitored and reviewed with consideration to referral to Children's services, or similar.
To understand and use Local Safeguarding Children's Board (LSCB) procedures (information sharing, assessments and thresholds); taking part in inter-agency safeguarding arrangements
Developing effective links with statutory and voluntary agencies following Working Together to Safeguard Children
Acting as a source of support and expertise to the School.
Promoting an ethos among all staff of acting in the best interests of students and taking their wishes into account.
Supports the liaison with social care if a student is missing from education; in line with LSCB procedures and Missing from Education guidance.
Ensuring that staff are made aware, read, understand and sign updates to the School Policy, KCSIE 2018 and other relevant legislation, duty and policy updates.

Overseeing a record of staff, volunteers and governors' attendance at Safeguarding training.

To be appropriately, formally trained to carry out the role to include Prevent (updated every two years). In addition, informally, updating skills and knowledge at regular intervals but at least annually.

Referring cases to the Disclosure and Barring Service (DBS) as required and liaising with the Kent local authority designated officer (LADO) in cases which concern a staff member

Is alert to the needs of children in need, those with Special Educational Needs (SEN), looked after children, care leavers and young adult carers

Follows multi-agency practices identified in relation to safeguarding partner arrangements.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

Ensures that in their absence, there is an appropriately trained deputy during term time and school hours. The responsibility however cannot be delegated and remains with the Safeguarding Lead.

Designated Safeguarding Officer (DSO's):

Support the work of the Safeguarding Lead by deputising during School term time hours and ensuring that the Lead is informed of any on-going and/or new cases.

Key responsibilities include:

To lead on the referral of suspected abuse or concern, providing support to students and the contribution to strategy meetings with; children's social care, adult social care, Police or Channel (as appropriate) in line with KCSIE 2018. This could include, but is not limited to, s.17 and s.47 (Children's Act) enquires where there is reasonable cause to expect that a child is suffering or is likely to suffer significant harm.

Keeping up-to-date written, secure records of all safeguarding concerns, action taken, support offered and referrals made

Acting in the **best interests of students** and taking their wishes into account.

To be appropriately, formally trained to carry out the role to include Prevent (updated every two years). In addition, informally, updating skills and knowledge at regular intervals but at least annually.

Policies and Guidance – Safeguarding

Acting as a source of support and expertise to the school community.
Developing effective links and liaison with statutory and voluntary agencies following Working Together to Safeguard Children.
To understand and use LSCB procedures (information sharing, assessments and thresholds); taking part in inter-agency safeguarding arrangements.
Supports the liaison/referral to social care (and relevant agencies) if a student is missing from education; in line with LSCB procedures and statutory Missing from Education guidance
To be alert to the needs of additionally vulnerable groups; children in need, Looked After Children, those with SEN and young carers and collate details of social worker, local authority and virtual school where appropriate

All staff,:

follow the procedures within this policy to refer students for Early Help (Welfare) through the Welfare and Equality team or on disclosure of abuse or identification of concerns of significant harm refer to the DSL or a DSO.
understand the importance of their role to identify concerns and take appropriate action; to provide support as soon as a problem arises and take advice from internal or external specialist services.
be aware that the Designated Safeguarding Lead (and DSOs) are most likely to have the complete picture and be appropriate to advise on safeguarding concerns
provide the DSO leading on the case with all information for and centrally secured storage.
Ensure that the **best interests** of the student are at the centre of any support
read, at least, Part 1 of KCSIE 2018, (available at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741315/Keeping_Children_Safe_in_Education_2018__Part_One__14.09.18.pdf

and from The View School office), and this policy
be alert to indicators of abuse, abuse of trust and maltreatment
ensure a safe environment for learning and demonstrate professional practice in line with Teachers' Standards 2012;
Safeguarding, Child Protection and Prevent training on Induction and as required attend regular updates via meetings, and bespoke training at least annually.

notify the Headteacher or Assistant Head if a student goes missing

Students who may be particularly vulnerable or require intervention

Staff members must maintain an attitude of *'it could happen here'*. Below is a list of specific factors that can contribute to an increased risk. Staff should be particularly alert to the need that these groups may have for 'Early help' services.

Those affected by:

Special Education Needs and Disabilities (SEND) – with or without EHCP
their own substance misuse
their own domestic abuse situation
their own mental health problems
a circumstance of 'toxic trio' (familial/adult mental health problems, substance misuse or domestic abuse)
caring for a family member, relative or loved one (Young Adult Carer -YAC)
seeking asylum
living in temporary accommodation or live transient lifestyles
is at risk of modern slavery, trafficking or exploitation
frequently missing from home or care
shows signs of being involved in anti-social behaviour, gangs, criminal exploitation or organised crime
has returned home to their family from care or classed as a 'care leaver'
living away from home or looked after by the local authority (Looked After Child) –

*This list provides examples of additionally **vulnerable groups** and is not exhaustive.

Protection from exploitation and the abuse of trust - (staff allegations)

Where a staff member may have behaved in a 'harmful' way or committed a criminal offence or there are indications that they pose a risk to students, it should be reported without delay to the Headteacher, DSL or DSO. Should the concern relate to the Headteacher, staff should refer to the school Complaints Policy.

Support for the Student

Opportunities for developing understand of keeping yourself safe and other aspects of Safeguarding should be imbedded into areas of the curriculum including Sex and Health education and the View School's PSHE curriculum studies. The student's wishes and feelings are taken into account when determining what action to take and what services to provide to protect and support them. Occasionally DSLs will have to act outside of the student's wishes where there is a risk of significant harm to them self or others. This will be discussed with the student.

The DSL dealing with the concern will refer the student to a range of services internally such as Tutors, therapists, etc or externally as appropriate and agreed with the student.

Online Safety: The School recognises the dangers that online activity can pose from harmful and inappropriate material (including violence, pornography, scams and gambling) for both staff, students and members of our community. The School monitors all online activity through school devices. The school supports students in understanding the appropriate use of technology.

Students are made aware of the dangers they could face online and given advice through teaching and workshops about how to protect themselves.
Staff are also made aware about how to protect themselves and behave in a professional manner whilst online. This is done through the safeguarding induction, updates and training.

Confidentiality and sharing information: It is important that the School has a procedure for dealing with student's information, staff should follow the Data Protection Policy.

All members of staff must understand the importance of confidentiality legislation and consent when working with students. A respectful approach to students' privacy will help students to feel comfortable, build trust and enable disclosure.

There are instances in which confidentiality will need to be broken and these are when a student, or another person, is at risk of **significant harm or there is a risk to national security.** In these cases, appropriate information sharing is essential to ensuring safety and protection.

Record Keeping

All staff concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.

Safeguarding referrals and subsequent interventions with the DSL will be recorded on the central database accessible to only relevant staff members.

Completed forms/records will be kept securely in line with school protocols. Where children/young people leave, the school will where appropriate and destination known, forward their child protection file to new school or college within the bounds of confidentiality.

Whistle-blowing

All staff should be aware of their duty to raise concerns about poor or unsafe practice of colleagues or processes at School. Such concerns will be addressed sensitively and effectively and in a timely manner. In the first instance, concerns should be raised with line-managers or, if the matter is in relation to the line manager, escalate to that individual's line-manager.

If a staff member feels that their genuine safeguarding concerns are not being addressed adequately by the School, and having initially raised this with the safeguarding team, the School complaints Policy should be followed.

In cases where a staff member feels unable to raise an issue following school procedures they should consult the *NSPCC whistleblowing helpline: 0800 0280285 or the KENT LADO 0300 0421126*

https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/

Allegations against staff

The Complaints Policy details the procedures in place to handle allegations made against staff.

Staff training

All staff will be expected to read and sign to the effect that they have read and understood both this policy and *KCSIE, Part 1 2018.*

All staff receive training through induction to the School covering Safeguarding, child protection; the protection of vulnerable adults and the Prevent Duty; including school referral procedures. In addition, the School will provide updates via meetings and training at least annually.

The DSL and DSOs will undertake relevant training at least every 2 years.

Safer recruitment

All staff are subject to a suitable DBS and barred list check prior to starting work at the School. Staff will not start work at the

school until the DBS is received. The DBS records are held confidentially on the school's Single Central Record.
At least one person on the interview panel will have completed safer recruitment training.

Site security

Visitors to the school, are asked to sign in and are given a badge which confirms they have permission to be on site.
All visitors are expected to observe the school's Safeguarding and Health and Safety and Evacuation procedures.

Work experience

Where a student is engaging in work experience externally to the school the necessary DBS checks will be carried out if appropriate and in line with relevant legislation, the student's age and activity at placement.

Glossary

Safeguarding and promoting the welfare of children, young people and vulnerable adults:
refers to the process of protecting from maltreatment, preventing the impairment of health or
development, ensuring that children grow up in circumstances consistent with the provision of
safe and effective care so as to enable optimum life chances and to enter adulthood successfully
and taking action to enable all children to have the best outcomes.

Child protection: refers to the processes undertaken to protect children/young people
identified as suffering, or being at risk of suffering, significant harm.

Staff: refers to all those working for or on behalf of the school, full time or part time, in either a
paid or voluntary capacity.

Child: includes everyone under the age of 18.

Parent: refers to birth parents and other adults who are in a parenting role, for example step-
parents, foster carers and adoptive parents.

Vulnerable adult: refers to adults with additional needs, such as disability or mental health
problems, who are not able to protect themselves from maltreatment/significant harm.

ASB:	Adult Safeguarding Board
DBS:	Disclosure and Barring Service
DSO:	Designated Safeguarding Officer
EDI:	Equality, Diversity and Inclusion
KCSIE:	Keeping Children Safe in Education 2018
LADO:	Local Authority Designated Officer
LSCB:	Local Safeguarding Children's Board
LAC:	Looked After Child (by the Local Authority)
NSPCC:	National Society for the Prevention of Cruelty to Children
YAC:	Young Adult Carer

Early Help: providing support as soon as a problem emerges to prevent escalation. Referral or
signposting internally or externally for suitable help identified. All staff can be asked to help or
support the young person.

Equality Impact Assessment: The View School is committed to the promotion of equality and
diversity for all staff and students. As part of our commitment to equality and diversity, an

equality impact assessment has been undertaken for this policy in relation to race, gender, age, disability, sexual orientation and religion/belief and is published separately.

We are always learning: Our policies are ever evolving and are reviewed and developed accordingly. If you have any suggestions, complaints or complements please let us know.

Appendix: Appendices relating to this document:

Appendix 1, 1a, 1b, 1c, 3, 16

Appendices can be found online theviewschool.org and in the school office