

Libra School

Safeguarding and Child Protection Policy

Date	Review Date	Designated Safeguarding Lead	Deputy Designated Person	Designated Person for Looked After Children	Director
21.12.17	12.12.18	Gina Dyer	Clive Crosby	Kirsty Crosby	Joan Wilkes

EMERGENCY Reporting Information

The first point of contact is Designated Senior Person for Child Protection, Gina Dyer or her Deputy Designated Senior Person for Child Protection Clive Crosby either in person or by telephone call or 2nd Deputy Senior Person Kirsty Crosby or other member of the Senior Leadership Team: Joan Wilkes, Alan Wilkes, if they are uncontactable.

Any member of staff however can also make a referral direct to the Devon LADO if the referral involves the school or a home in Devon or Somerset LADO if the referral involves a home in Somerset. The Designated Senior Person will inform the Directors of the referral.

If any staff member is involved the report is made to the Directors. The Designated Senior Persons will follow the procedures reporting the referral. The referral should be made directly to the Devon LADO - if the referral involves the school or a home in Devon or Somerset LADO - if the referral involves a home in Somerset. Please refer to the Safeguarding Flow Charts.

If the referral concerns the Headteacher, Directors, Senior Designated Persons or any other member of the Senior Management Team the referral should be made directly to the Devon LADO if the referral involves the school or a home in Devon or Somerset LADO if the referral involves a home in Somerset:

DEVON children

EMERGENCY

If you consider an incident or allegation to be an emergency, and that a child/ children may be in danger of immediate harm, you may wish to consider in the first instance contacting:

Safeguarding Contacts	Contact
Police	999
Or Multi Agency Safeguarding Hub	0345 155 1071
Email	mashsecure@devon.gcsx.gov.uk

NON EMERGENCY

Safeguarding Contacts	Contact
Devon LADO (Child Protection Team)	01392 384964
Online referral form: http://www.devon.gov.uk/index/childrenfamilies/childprotection/lado/lado-referral-form.htm	
Multi Agency Safeguarding Hub (MASH)	0345 1551071
Or Emergency Duty Team	0845 6000 388

Now refer to and follow Devon Safeguarding Flow Chart at the rear of this document.

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Early Help

Early help describes the range of support that can be offered in response to the emerging needs of children, young people and families. When a child's needs increase, more than one service may be required to meet their needs. Early help is the name given to the way services work together, in a coordinated way, to support the child, young person and their family. If you have more questions or would like to speak to someone, you can contact the Early Help Coordination Centre on:

0345 155 1071

Earlyhelpsecure-mailbox@devon.gcsx.gov.uk

SOMERSET children

EMERGENCY

If you consider an incident or allegation to be an emergency, and that a child/ children may be in danger of immediate harm, you may wish to consider in the first instance contacting:

Safeguarding Contacts	Contact
Police	999

NON EMERGENCY:

Safeguarding Contacts	Contact
Somerset LADO (Somerset Children and Young People's Services Referral Team)	0300 123 12224
Or Somerset Emergency Duty Team	01458 253241 or 0300 123 2327
Email	childrens@somerset.gov.uk

Once the referral has been made to the LADO, the Social Worker (if applicable) and Local Authority from where the child is placed are also made aware of the referral in writing and the procedures taken.

Early Help

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01823 355803

MASH – Somerset

Somerset Direct and First Response: telephone number is: 0300 123 2224, they will then call upon the MASH team if required.

Now refer to and follow Somerset Safeguarding Flow Chart at the rear of this document.

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Safeguarding Contacts	Home	Mobile
Designated Safeguarding Lead	01643 702468	07854 865914
Deputy Designated Safeguarding Lead	01643 707666	07966 031357
Nominated Director for Safeguarding	01643 863099	07725 628824
NSPCC Whistle-blowing Helpline	0800 028 0285	n/a
Childline	Help for Adults Concerned about a child: 0808 800 5000 0800 1111 / childline.org.uk	

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Legislation, Documentation referencing

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- The Human Rights Act 1998
- Police Act 1997
- Police Act 1997 (Criminal Records) Regulations 2002
- Education Act 2002
- FGM Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Childcare Act 2006
- The Care Act 2014
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- The Childcare (Disqualification) Regulations 2009
- Equality Act 2010 (including DfE's advice for Schools)
- Education Act 2011
- Protection of Freedoms Act 2012
- DfE Disqualification under the Childcare Act Feb 2015
- Serious Crime Act 2015
- Gov: Mandatory Reporting of Female Genital Mutilation – procedural information
- Children's Homes (England) Regulations including Quality Standards 2015
- DfE Keeping Children Safe in Education 2016
- The Modern Slavery Act 2015
- Counter Terrorism and Security Act 2015
- The Prevent Duty 2015

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE) 2012
- Working Together to Safeguard Children 2015
- Devon Local Authority Summer Safeguarding Forum Report 2014
- Non-Maintained Special Schools (England) Regulations 2015
- Safeguarding Children and Safer Recruitment in Education Guidance 2006
- DfE's Mental Health and Behaviour in School 2016
- Best Practice Guide in Safeguarding for Devon Schools December 2012
- Safeguarding / Child Protection Guidance for Somerset Schools September 2012
- South West Child Protection Procedures Website (www.swcpp.org.uk)
- <https://www.gov.uk/schools-colleges-childrens-services/safeguarding-children>
- Guidance for Safer Working Practice for Adults who work with Children and Young People.
- Teachers' Standards 2012
- DfE's Advice for Schools on the Prevent Duty inc. Prevent Duty Departmental Advice V6
- What To Do if You're Worried A Child is Being Abused 2015 – Advice for Practitioners from HM Government
- http://www.emcsrv.com/prolog/PG/DfE/Schools_Guide-Social_Media_V16.pdf
- Mandatory Reporting of Female Genital Mutilation – procedural information (HM Government)
- Multi-agency statutory guidance on female genital mutilation 2016

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Useful websites:

- The Devon Safeguarding Children's Board
<https://new.devon.gov.uk/devonsafeguarding>
- Somerset Local Safeguarding Children's Board,
www.somersetsafeguardingchildrenboard.org.uk
- The Southwest Safeguarding and Child Protection Group
www.online-procedures.co.uk/swcpp
- NSPCC website – 'Types of Abuse and Neglect' and examples of safeguarding issues' particularly paragraphs 24-29 of this guidance.
- Gov.uk website
- Guidance for safer working practices (Safer Recruitment Consortium 2015)
- Child Sexual Exploitation - definition and guide for practitioners (DfE 2017)

Libra's Commitment and Responsibilities

We have a statutory duty to safeguard and promote the welfare of children as described in section 175 of the Education Act 2002 and that we have due regard to the guidance from DfE: 'Keeping Children Safe in Education September 2016)' as the safety and protection of children is of paramount importance to everyone in this school and company and we work hard to create a culture of vigilance.

Safeguarding and promoting the welfare of children is best defined 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'. (Keeping Children Safe in Education September 2016)

We understand that 'safeguarding is what we do for all children, whilst child protection refers to the procedures we use for children at risk of significant harm or who have been harmed.'

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of the children placed with us by creating a positive atmosphere through our teaching and learning, pastoral support and residential care for both children and staff, training for staff and with working with parents and Local Authorities. We teach all our children about safeguarding.

We want all our children to achieve their full potential by:

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional wellbeing;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living;
- having a sense of identity and a positive image of themselves;

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- developing their confidence and their interpersonal skills

The purpose of the Libra School safeguarding policy is to provide a secure framework to ensure that we safeguard and promote the welfare of those children we look after.

Safeguarding and promoting the welfare of children is broader than 'child protection' as it also includes prevention and Libra always puts the best interests of children first. Libra's safeguarding policy operates in conjunction with all associated policies and procedures, which promote children's safety and welfare.

It is the policy of Libra to provide a safe and secure environment in the school and residential homes in which children and young people can thrive and develop and where all aspects of their welfare will be protected by:

- Providing a safe environment and taking all reasonable measures to minimise risks of harm.
- Providing arrangements to take all appropriate action to address concerns relating to the welfare of a child.

Safeguarding should support children through education to develop their knowledge of safeguarding, awareness and ability to look after themselves and others through:

- behaving safely
- making safe choices
- being aware of safety issues
- recognising and avoiding risk situations
- dealing with unsafe situations

Libra has a responsibility to ensure:

- All staff are suitably trained in safeguarding particularly the risks for Looked After Children.
- All staff have a written statement about the Libra's policy and procedures and the name and contact of the designated person and deputy including details of their roles.
- The PSHE and 24 hour curriculum provides opportunities for learning:
 - about keeping safe and who to ask for help
 - the skills of self-protection and an awareness of the dangers of sexual exploitation, trafficking, substance abuse and other risky behaviours
 - how to develop a responsible attitude to adult life and relationships
- Children feel they are in a safe place and their concerns will be listened to
- Good monitoring of attendance and behaviour (which may link to abuse/neglect/hidden disability/undiagnosed medical condition)

The Directors takes seriously their responsibility under section 175 of the Education Act 2002 & Keeping Children Safe in Education 2016 to safeguard ¹ and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our company to identify, assess, and support those children who are suffering harm.

¹ Safeguarding (as defined in the Joint Inspector's Safeguarding report) is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies"

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We recognise that all staff² have a full and active part to play in protecting our children from harm, and that the child's welfare is our paramount concern.

All staff believe that Libra should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

All staff should be aware of the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. They should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

We recognise that the safety and protection of children is the responsibility of all staff as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

We are aware that sexual exploitation 'can take many forms from the seemingly 'consensual' relationship where sex is exchanged for attention/affection, accommodation or gifts, to serious organised crime and child trafficking. What marks out exploitation is an imbalance of power within the relationship. The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops.' We will report any concerns we may have regarding a pupil being possibly sexually exploited.

We are aware that female genital mutilation (FGM) is a form of child abuse and violence against women and affects girls particularly from North African countries. It is illegal in England and Wales to allow girls to undergo this practice, which involves the 'partial or total removal of the external female genitalia for non-medical reasons'.

Section 5B of the 2003 Act¹ introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. This duty was applicable from 31 October 2015.

'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act 2003.

² "Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

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Libra follows the guidelines set out in the Government's Mandatory Reporting of Female Genital Mutilation – procedural information. Staff who fail to comply with the mandatory duty face disciplinary procedures. Please refer to the FGM Policy.

We will inform the Local Authority Designated Officer of any allegations of abuse by any member of the school personnel whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations.

We will also inform the Local Authority Designated Officer of any person connected to the school who is considered to be unsuitable to work with children.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School staff are aware of the increased risk of online radicalization and alert to changes in pupil's behaviour. All school staff concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

Advice and support to protecting children from the risk of radicalisation is provided for all school personnel by the Designated Safeguarding Lead who has undertaken Prevent awareness training (Workshop to Raise Awareness of Prevent). Online general awareness training will also be provided by the Channel programme for all school personnel which provides support to those who have been identified as being vulnerable to being drawn into terrorism.

We will deal with all incidents of sexting that involves the 'sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.'

We are committed in establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.

We are aware that privately fostered children fall into the category of a potentially vulnerable group and must be monitored by the local authority. Therefore, it is our duty to report to the local authority any child who we suspect is being privately fostered. On admission to the school we will ensure that the parental responsibility of a child is established.

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We will ensure that the curriculum deals with safeguarding through activities and opportunities in PSHE/Citizenship that will equip the children with the necessary skills and awareness to stay safe from abuse. We want children to understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community.

We are committed in establishing and maintaining correct procedures and checks for safer recruitment for all new staff, supply staff, contractors, volunteers and governors and the establishment of sound working relationships with parents and support agencies.

We will ensure that all adults in the school community attends regular awareness and refresher training on a wide range of child protection and safeguarding topics as and when required (at least annually), and that both Designated Safeguarding Leads undertake two-yearly formal training in their role – both at the same level to ensure continuity, and cover of care as well as availability of appropriate staffing levels. The Designated Safeguarding Lead also ensures that they maintain quality professional development which enhances their practice and for those they are responsible for to pass on appropriate information by delivery of internal sessions and meetings to enhance their professional development also. This is to ensure that we keep up to date with any relevant safeguarding and child protection developments.

We have a duty to ensure that under no circumstances will we disclose to a parent any information held on a child if this would put the child at risk of significant harm.

We aim to ensure that in all **school and children's home inspections** safeguarding will be judged as outstanding in leadership, in outstanding personal development, behaviour and welfare and outstanding in the standards in early year's provision.

We wish to work closely with the School Council and to hear their views and opinions on safeguarding as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe that 'everyone who comes into contact with children and their families has a role to play in safeguarding children'. Therefore, we believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Categories of Child Abuse/Neglect

It is important for all people working with children to have a sound knowledge of what child abuse and neglect is. Child abuse happens when an adult inflicts harm on a child or young person, even, in some cases, if the adult's actions are not deliberate or by failing to act to prevent harm. There are four broad categories of child abuse:

- physical abuse (including Female Genital Mutilation – FGM)

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- sexual abuse
- neglect
- emotional abuse

Sometimes children are sexually abused by other children.

All school and college staff should be aware abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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.

Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.” (World Health Organisation-1997). Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although our school has no/few children from these backgrounds and consider girls in our school safe from FGM, we will continue to review our policy annually. Please refer to the FGM Policy.

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 children.

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;

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- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

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 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

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.

Psychological Abuse (which includes emotional abuse) may involve:

- Conveying to a young person that they are worthless or unloved, inadequate, or valued only because they meet the needs of another person;
- Not giving the young person opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate;
- Imposing expectations that are inappropriate to the age or development of the young person (especially where there are additional areas of vulnerability) or preventing them from taking part in normal social interaction;
- Seeing or hearing the ill-treatment of someone else;
- Serious bullying, including cyberbullying, which causes the young person to frequently feel frightened, intimidated or in danger;
- Exploitation or corruption.

Psychological abuse also includes radicalising a child or young person who may be subsequently drawn into terrorist-related activity.

Further information can be found at <http://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/>

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Aims and Objectives

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse.
- To ensure that all school staff are aware of what action to take when dealing with a child protection issue.
- To create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures.
- To establish and maintain an ethos where children and parents feel secure in being able to talk confidently to school staff about any concerns or fears they may have knowing that they will be taken seriously.
- To ensure school staff have the skills, knowledge and understanding to keep looked after children safe.
- To be alert to the additional safeguarding challenges to children with special educational needs and disabilities.
- To protect children from the risk of radicalisation and extremism.
- To build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism.
- To ensure all concerns about FGM are reported.
- To establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents and support agencies.
- To work with Local Authorities to share good practice in order to improve this policy.
- To support the child's development in ways that will foster security, confidence and resilience.
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and referring suspected cases of abuse or neglect.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the company, contribute to assessments of need and support plans for those children.
- To protect or reduce risks to others, young people and staff including extremism and radicalisation (Please refer to our Extremism, Radicalisation incorporating 'Prevent Duty' Policy)
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding children.
- To develop and then ensure that a structured procedure within Libra which will be followed by all members of the Libra community in cases of suspected abuse and neglect
- To develop effective working relationships with all other agencies involved in safeguarding children.
- To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

Looked After Children

Current legislation highlights the risks for Looked After Children. The majority of children placed at the Libra School are Looked After Children currently in the residential care of Libra. These children are closely overseen by the Designated Person who is also the Director of

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Care. In addition a Designated Person for Looked after Children has been identified to keep looked after children safe.

Procedures

Libra's policy and procedures for safeguarding children are in line with:

- The Devon Safeguarding Children's Board
<https://new.devon.gov.uk/devonsafeguarding>
- Somerset Local Safeguarding Children's Board,
www.somersetsafeguardingchildrenboard.org.uk
- The Southwest Safeguarding and Child Protection Group
www.online-procedures.co.uk/swcpp

These can be accessed on the website addresses above.

We will ensure that:

- The Directors understand and fulfil their safeguarding responsibilities.
- We have a Designated Senior Person for child protection who has undertaken formal Designated Safeguarding Officer Training, and other training as recommended by the Local Authority every two years, as part of an annual development programme.
- We have a member of staff who will act in the Designated Senior Person's absence who has received basic multi-agency training, and who will have been briefed in the role.
- All members of staff are provided with face to face safeguarding training through the induction programme as well as annual refresher training and opportunities at a minimum every three years to receive training by the Local Safeguarding Children Board in order to maintain and develop their understanding of child protection and in particular the signs and indicators of abuse, neglect and managing disclosures.
- All members of staff & volunteers know how to respond to a child who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- All parents/carers are made aware of Libra's responsibilities in regard to child protection procedures through publication of Libra's Child Protection Policy, and reference to it in our prospectus/brochure, Parent / Carer Guide and home school agreement.
- Our recruitment policy will seek to ensure the suitability of adults working with children on Libra sites at any time. This is detailed in our Staff Recruitment Process and Policy.
- Companies organising activities for children are aware of and understand the need for compliance with Libra's child protection guidelines and procedures.
- Our Staff Recruitment Process and Policy includes all appropriate checks on staff suitability including Disclosure and Barring Service checks (formerly Criminal Records Bureau checks)³ and has been reviewed in line with the 'Keeping Children Safe in Education' (2016) legislation – this legislation is provided to all members of staff to read and they sign to confirm receipt. A minimum of five individuals have completed Safer Recruitment Training.

³ Safer recruitment practice means scrutinising applicants, verifying identity and qualifications, obtaining character and professional references, checking previous employment history and that a candidate has the health and physical capacity for the job, and a face to face interview as well as the mandatory check of the Disclosure & Barring Service (DBS) Children's Barring List, and, where appropriate, a Criminal Records Check.

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- Other checks including overseas, NCTL prohibited list checks (for teaching staff) and thorough referencing.
- The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of Local Authority Personnel and/or the Local Authority Designated Officer.
- Our procedures will be annually reviewed and up-dated.
- The name of the Designated Senior Person and Deputy Designated Senior Person will be clearly shown in all Libra premises, with a statement explaining Libra's and it's staff's role in referring and monitoring cases of suspected abuse and neglect.
- In line with the Libra Safer Recruitment Policy all potential staff at the interview stage are asked to complete a Safeguarding Questionnaire to determine base knowledge and understanding and to identify potential areas of concern which can be addressed at the interview stage.
- At job offer stage they are issued with the Guidance for Safer Working Practice for Adults who work with Children and Young People, Libra's Staff Code of Conduct, Staff Suitability Declaration form (including 'Disqualification by Association') and
- In line with our Staff Training and Development Policy and Libra Induction Programme all new staff working with children will be given or directed to a copy of:
 - The Libra Safeguarding Policy and Procedures at prior to interview and in induction training
 - Keeping children safe in education: information for all school and college staff" 2016
 - "What To Do if You're Worried A Child is Being Abused 2015 – Advice for Practitioners"
 - Libra Staff Code of Conduct
 - The name and contact information of the Senior Designated Person and Deputy as well as detail and explanation of their roles.
 - (a second copy of) 'Guidance for Safer Working Practice for Adults who work with Children and Young People', October 2015
 - How to access LSCB Safeguarding Procedures for Devon and Somerset and other placing Authorities if applicable to a child's placement.
- Risk Management is fundamental in the process of assessing the risk to the children and young people in Libra's care when protecting and safeguarding their welfare at all times during the placement. Risk assessment is a key aspect that underpins all of Libra's practice and is generally carried out in terms of two areas:
 - The risks a person poses to others (dangerousness)
 - The risks a person is subject to (vulnerability)
 - Libra undertakes the following risk assessment procedures:
 - Young Person specific risk assessment which considers the risks in relation to self, the public and environmental risks. This would include risk areas such as impact, absconding, sexual exploitation, trafficking, substance abuse and other risky behaviours..
 - Staff risk assessments
 - Lone Working risk assessments
 - Environmental risk assessments including the home

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- School risk assessments covering outdoor education and trips
- Activity risk assessments
- All risk assessments are carried out and reviewed by appropriately qualified and experienced staff and within time frames in line with the level of risk as part of Libra risk management strategies. Risk assessment procedures are a continual process and all information is used to inform current behaviour management strategies and form new strategies. All staff undergo thorough training in the area of Risk Assessments and their application and priority to day to day practice during their induction training. Regulation 44 reports are used to review that Libra Risk Assessment policy and procedures are being used correctly. In addition evidence is sought annually of staff awareness and competence.

Responsibility for the Policy and Procedures

We understand that our responsibility to safeguard children requires that we all appropriately share any concerns [as soon as a staff member or volunteer suspects/knows of a concern] that we may have about children.

A concern can be anything from a statement of fact to for example a doubt, an anxiety or a 'gut feeling' about someone or something or activities, for example concerns involving sexual exploitation, trafficking or substance abuse which might be having a negative influence on a young person's placement plan or possible harm or abuse.

A disclosure is the single most likely means by which we will know that a child or young person is experiencing abuse, neglect or other form of harm, is that the child or young person discloses to someone they trust what has happened or what is currently happening.

- A disclosure can occur at any time and should be recorded by the staff member receiving the disclosure on a Cause for Concern Recording Form. This form should be clearly signed and dated and managed in line with the procedures in this policy. Please refer to the Guide to Managing a Disclosure of Child Abuse.
- During induction training all staff are provided with training to understand Libra's Whistleblowing Policy and the importance of this policy in relation to this Safeguarding Policy, the Libra De-escalation and Positive Behaviour Management Policy and Managing Allegations Against Staff Policy.

The first point of contact is Designated Senior Person for Child Protection or her Deputy Designated Senior Person for Child Protection either in person or by telephone call or 2nd Deputy Senior Person or other member of the Senior Leadership Team, if they are uncontactable. Any member of staff however can also make a referral direct to the Devon LADO if the referral involves the school or a home in Devon or Somerset LADO if the referral involves a home in Somerset. The Designated Senior Person will inform the Directors of the referral. If any staff member is involved the report is made to the Directors. The Designated Senior Persons will follow the procedures reporting the referral. The referral should be made directly to the Devon LADO - if the referral involves the school or a home in Devon or Somerset LADO - if the referral involves a home in Somerset. Please refer to the Safeguarding Flow Charts.

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If the referral concerns the Headteacher, Directors, Senior Designated Persons or any other member of the Senior Management Team the referral should be made directly to the Devon LADO if the referral involves the school or a home in Devon or Somerset LADO if the referral involves a home in Somerset:

DEVON: Child Protection Team (LADO) on 01392 384964 and/or via their online referral form:

<http://www.devon.gov.uk/index/childrenfamilies/childprotection/lado/lado-referral-form.htm>

Multi-Agency Safeguarding Hub (MASH) on 0345 155 1071

OR

Emergency Out of Hours Duty Team Tel: 0845 6000 388

If you consider an incident or allegation to be an emergency, and that a child/ children may be in danger of immediate harm, you may wish to consider in the first instance contacting either the Police on 999 or the Multi Agency Safeguarding Hub on 0345 155 1071 or via email mashsecure@devon.gcsx.gov.uk

SOMERSET: Child Protection Team (LADO):

Somerset Direct (Somerset Children and Young People's Services, Referral Team):

Tel: Local Authority Designated Officer: 0300 123 2224

OR

Emergency Duty Team

Tel: 01458 253241 / 0300 123 23 27

Email: childrens@somerset.gov.uk

If you consider an incident or allegation to be an emergency, and that a child/ children may be in danger of immediate harm, you may wish to consider in the first instance contacting the Police on 999

Once the referral has been made to the LADO, the Social Worker (if applicable) and Local Authority from where the child is placed are also made aware of the referral in writing and the procedures taken.

NSPCC Whistle-blowing helpline: 0800 0280285

Do you know a child at risk of sexual exploitation?

If a child is at immediate risk, please consider the need to contact the Police on 999 and call the MASH on 0345 1551071 (for Devon) to ensure that significant risk of harm matters are not delayed. MACSEs are not an emergency response mechanism and do not replace existing procedures for child protection concerns or individual case planning. For less urgent situations, you can email: missingchildsexualexploitationsecure-mailbox@devon.gcsx.gov.uk

If you have concerns that a child is at risk of CSE and is open to Children's Social Work you should liaise with the child's social worker about your concerns so that they can complete the CSE risk assessment tool and ensure any information and concerns are collated within the CSE risk assessment tool.

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If the child is not open to Children's Social Work and you are not sure if your concerns relate to child sexual exploitation, or if you need help completing the assessment and knowing what action to take, you can call the MASH on 0345 155 1071 and request advice from the REACH team (Reducing Exploitation and Absence from Care and Home). Your call will be taken by a customer services advisor who will forward your details and enquiry to the REACH team so that they can respond.

The MACSE forum is committed to ensuring that young people who are at risk of CSE are given the Right Help and support at the Right Time. Escalation to statutory Childrens Social Work will only occur when absolutely necessary, for example, when there is a recognised child protection concern. Professionals who contribute to MACSE forums will aim to offer support at an Early Help or Targeted Support Level when appropriate. If you have any uncertainty about the Early Help and Targeted Service offer in Devon please visit; www.devonsafeguardingchildren.org/workers-volunteers/early-help

It is important to note, that in accordance with the above, Working Together (2015) and Article 8 of the European Convention of Human Rights – Right to respect for private and family life; agreement Must be sought from the parent / carer (and where appropriate the young person) prior to completing a MACSE submission, providing this will not place the child at an increased risk of harm.

If you have not sought consent for the MACSE submission, you will be contacted back to advise that this action needs to be progressed before any further action will be taken within MACSE.

Should a parent or guardian refuse to provide consent to a professional to complete a MACSE submission and threshold is not met for a statutory response, consideration should be given to other support services within the community.

PACE (Parents against Child Sexual Exploitation) have an online course about signs and impacts of CSE, which Libra staff receive training in.

CSE Risk Assessment Tool

<http://www.devonsafeguardingchildren.org/documents/2017/11/macse-risk-assessment-tool-2.docx>

CSE Guidance Tool

<http://www.devonsafeguardingchildren.org/documents/2017/11/macse-guidance-tool.pdf>

CSE Person or Location of Concern Form

<http://www.devonsafeguardingchildren.org/wp-content/uploads/2015/11/Person-and-Location-of-concern-form.doc>

Missing and CSE Poster

<http://www.devonsafeguardingchildren.org/documents/2015/11/poster-cse.pdf>

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Supporting Children

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

We recognise that Libra may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggressive or being withdrawn.

Libra will support all children by:

- Encouraging the development of self-esteem and resilience in every aspect of their life including through the school.
- Promoting a caring, safe and positive environment within the school and homes as set out in the Promoting Positive Behaviour and Relationships Policy.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Children's Social Care as soon as there is a significant concern.
- Ensuring that a named person, is designated for Looked After Children (LAC) and that an up to date list of LAC is regularly reviewed and updated. The Virtual School for Children and Young People in care must be made aware of all LAC in the school.
- Providing continuing support to a child (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head at the child's new school as a matter of urgency.

Supporting Staff

- We recognise that Libra staff who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties and concerns with the Designated Senior Person and to seek further support where necessary. This could be provided by, for example, the Head Teacher, by Occupational Health and/or a teacher/trade union representative as appropriate.
- We understand that staff should have access to advice on the boundaries of appropriate behaviour. The booklet "Guidance for Safer Working Practice for Adults who work with Children and Young People" provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook.
- We recognise that designated staff should have access to support and appropriate workshops and courses.
- Safeguarding is discussed at every monthly staff supervision including Managers to ensure that all staff have an opportunity to raise any issues and concerns and to provide opportunities for general discussion around safeguarding to promote continuous awareness.

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Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child.

All staff should be aware of the Libra De – escalation and Positive Handling Policy and the Libra Whistleblowing Policy.

We understand that a child may make an allegation against a member of staff:-

- If such an allegation is made, the member of staff receiving the allegation will follow procedures laid down in this policy and in the Libra Managing Allegations against Staff and Volunteers Policy.
- The details of the allegation will be discussed with the Local Authority Designated Officer and follow the process for managing the concern laid down in the South West Child Protection Procedures (www.swcpp.org.uk) and Libra Managing Allegations against Staff and Volunteers Policy.
- If the referral concerns the Headteacher, Directors, Senior Designated Persons or any other member of the Senior Management Team, the person receiving the allegation will immediately inform the Local Authority Designated Officer.
- In all occasions identified in above, Libra will follow the South West Child Protection procedures / Local Authority procedures for managing allegations against staff and volunteers, a copy of which can be found in the homes and school office.
- Suspension of the member of staff against whom an allegation has been made needs careful consideration.

In line with this policy and other company procedures for incident reporting/recording, staff and children may provide accounts of events which will be stored under our own secure systems and may be produced in the event of any allegation. However, such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage.

Allegations of Abuse made against other children

The Directors will ensure that appropriate procedures are in place to handle allegations against other children and the Designated Safeguarding Officer will follow the procedures accordingly.

The exact procedure would be once the allegation was known then the Safeguarding Officer (or Deputy in his/her absence) would report details directly to the relevant LADO (Devon for School – associated allegations and Somerset for allegations occurring in our Children's Homes).

The Directors, and Senior Management Team including the Designated Safeguarding Officer will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. Directors ensure that staff members to not agree confidentiality and always act in the interests of the child(ren). Libra will minimise the risk of peer on peer abuse at all times.

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Safer Recruitment

Our recruitment policy will seek to ensure the suitability of adults working with children on Libra sites at any time. This is detailed in our Safer Recruitment Policy, Safer Recruitment Procedures as well as our Disclosure and Barring Service Checks Policy.

Our Safer Recruitment Policy and Procedures and Disclosure and Barring Service Checks Policy include all appropriate checks on staff suitability including Disclosure and Barring Service checks (formerly Criminal Records Bureau checks) and has been reviewed in line with the 'Keeping Children Safe in Education' (2016) legislation. A minimum of five individuals have completed Safer Recruitment Training.

We have a duty to create and maintain a culture of safe recruitment and to establish and maintain correct procedures that will 'help deter, reject or identify people who might abuse children.' Procedures, such as 'criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information' to be used in order to determine the suitability of a prospective employee.

The recruitment process begins when it is identified that we need someone new in the company, either because an existing staff member has left, or because there is new work to be done. The Directors, along with the Director of Care and School Manager discuss the specific requirements of a post including salary, qualification, job description and person specification which incorporate Libra's Safeguarding Policies and Procedures.

It does not finish until after the appointment has been made, the member of staff has been inducted and the person responsible for the recruitment process has reflected on any changes that should be made in future recruitment drives.

The following points outline the key stages of the recruitment process:

- Manage the response
- Short list candidates from fully completed Application Forms, checking employment history is in order
- Arrange interviews, advise the panel of any discrepancies, including completion of a Safeguarding Form and Numeracy and Literacy Test.
- Verify a candidate's identity (see guidelines: at gov.uk)
- Take up references (before interview) which include specific questions to assess the applicant's suitability to work with children including specific questions on disciplinary offences and allegations relating to children.
- Conduct the interviews including Interview Question Sheet completion by each candidate (and Mock lessons – for teaching staff only)
- Taster Days (where applicable – Care Staff only)
- Second interview (where required)
- Make the Decision
- Convey the decision
- Make all the appointment including pre-employment checks inc Enhanced DBS checks, Suitability to Work (Disqualification by Association) / NCTL prohibition check / check whether the individual has been barred by the Secretary of State from taking part in the management of an independent school. This may be done through the DBS barred list checking process which now includes bars from taking part in management, except when

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the individual is not in regulated activity, in which case the NCTL prohibitions list must be used instead (this list is obtained from the Employer Access website by direct download, not through the search function) / verify the candidate's mental / physical fitness to carry out their work responsibilities (A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role) / Right to work in the UK / Verify Professional Qualifications

- Arrange induction

Libra takes 'proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.'

For a much more in depth detail about our Safer Recruitment process, please refer to:

- Safer Recruitment Policy
- Safer Recruitment Procedures
- Disclosure and Barring Service Checks Policy
- Recruitment Process document

DfE Disqualification under the Childcare Act 2006, Feb 2015

Libra is aware of its responsibility to ensure that the company does not knowingly employ a person who is disqualified under the 2009 Regulations.

Libra has recruitment procedures in place (Safer Recruitment Policy and Procedures) to assess which staff may be disqualified 'by association' under regulation 9 of the 2009 Regulations where they live in the same household as a disqualified person or in a household in which a disqualified person is employed.

LIBRA ensures that staff are aware of what information will be required of them and how it will be used to make decisions about disqualification. This occurs via:

- The application form
- Job Offer letter
- The Staff Handbook
- Staff Contracts
- The 'Read, Received and Responsibilities' form
- This Safeguarding Policy which staff are directed to via the 'Read, Received and Responsibilities' form.

Staff are also required at 6 monthly reviews to declare any updates using the Staff Suitability Declaration form.

Libra will assess any caution and conviction information that is received in the first instance via our lead Safeguarding Officer Gina Dyer and if further professional advice is required, we may contact the Devon or Somerset LADO to establish whether the member of staff is disqualified from working in relevant childcare.

Where Libra receives information and are satisfied that an individual working in a relevant setting falls within one of the disqualification criteria in the 2009 Regulations we will immediately inform Ofsted using disqualification@ofsted.gov.uk the relevant individual will be informed that this contact has been made and explain the implications of disqualification to the individual, including whether they can apply to Ofsted for a waiver of disqualification, we will also make clear what

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information the individual will need to share with Ofsted and why. At this point Libra will assess whether it needs to take any further professional advice. Libra will direct the individual to the Ofsted fact sheet (<https://www.gov.uk/government/publications/applying-to-waive-disqualification-early-years-and-childcare-providers>)

Libra will not continue to employ an individual who is disqualified, including 'by association' in connection with later years childcare provision. Should Libra contemplate the individual working in a different setting, it will take into account the risk of harm to children concerned carefully consider our obligations under the 2006 Act and research any other relevant safeguarding guidance before making a decision regarding deployment.

If a waiver is under consideration, Libra will decide whether it is appropriate or not to redeploy staff elsewhere in the school. Where alternative arrangements cannot be made Libra will consider whether to grant paid leave or similar, as a last resort suspend the member of staff. Where deemed necessary, Libra will take appropriate professional advice.

Whistleblowing

We recognise **whistleblowing** is the reporting of suspected wrongdoing in the workplace which is regarded as making a disclosure in the public interest. We actively encourage all school personnel and visitors to school to report any serious concerns they may have about any aspect of the school such as:

- health and safety concerns
- damage to the school environment
- a criminal offence that has taken place or is about to take place
- disobeying the law
- the covering up of a wrong doing
- the conduct of its staff or others acting on behalf of the school.

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures and that such concerns will be taken seriously by the senior management team.

All staff are trained to be aware of their responsibility to raise concerns about the attitude or actions of colleagues. Training on Libra's Whistleblowing Policy is provided in Induction Training and in the Staff Handbook. If a member of staff has a concern they should speak immediately to their line manager or a member of the Senior Management Team or if their concern relates to the Headteacher, Directors, Senior Designated Persons or any other member of the Senior Management Team the Local Authority Designated Officer within Children's Social Care or Ofsted.

Physical Intervention/Positive Handling

Our policy on De-escalation and Positive Handling by staff is set out separately.

Such events should be recorded and signed by the staff involved in the incident. The child should be consulted on their thoughts and feelings relating to the physical intervention and the incident

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should be reviewed by a Registered Manager, Director of Care, School Manager or Headteacher to ensure adherence to policy and procedures.

Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Anti-Bullying

Our policy on the prevention and management of bullying is set out in a separate policy (Anti Bullying Policy and Procedures) and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Missing without Authority, Sexual Exploitation, Trafficking and Risky Behaviours

Safeguarding and promoting the welfare of children placed with us is a key duty placed on Libra which requires effective joint working between agencies and professionals. When a child goes missing or runs away they are at risk. It could be a potential indicator of abuse or neglect. Safeguarding children therefore includes protecting them from this risk. Looked after children missing from their placements are particularly vulnerable. Children in residential care are at particular risk of going missing and vulnerable to sexual and other exploitation

It is widely considered that when a child or young person particularly but not restricted to being in care has periods of unauthorised absences and or becomes missing from care it is more than likely that they are exhibiting risk taking behaviours which put them at considerable risk to sexual exploitation, trafficking, drug taking and other risky behaviours which have child safeguarding implications.

Please refer to the Libra Missing without Authority Policy and Procedures and Sexual Exploitation, Trafficking and Risky Behaviours Policy and Procedures for detailed information about how these behaviours are managed in conjunction with this Safeguarding Policy.

Use of ICT and the Internet / Online Safety

We acknowledge that the increased provision of the Internet in and out of school which is prevalent in today's society brings with it the need to ensure that children are safe when using such resources and equipment. We need to teach children how to evaluate Internet information and to take care of their own safety and security when using ICT equipment including mobile phones.

Our E-Safety and ICT and Acceptable Use of Internet policies encompass use of the Internet, technologies, equipment and electronic communications, and set out how we keep children safe and educate them about the benefits and risks of using technology and the internet and provides safeguards and awareness to enable them to control their online experience.

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As we work increasingly online it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such the Directors at Libra ensure appropriate filters and appropriate monitoring systems are in place in liaison with the IT Technician. Children are not able to access harmful or inappropriate material from the school's IT system. Directors and proprietors are confident that systems are in place that will identify children accessing or trying to access harmful and inappropriate content online. Guidance on esecurity is available from the National Education Network- NEN. Guidance on procuring appropriate ICT is available at: Buying ICT advice for schools. As part of their safeguarding and or child protection policy our Directors have in place a clear policy on the use of mobile technology in the school.

Directors and proprietors ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE). Whilst it is essential that the Directors and proprietors ensure that appropriate filters and monitoring systems are in place; they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

We believe all pupils and other members of the school community have an entitlement to safe Internet access at all times

Prevention

We recognise that Libra plays a significant part in the prevention of harm to our children by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

The Libra community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Have been advised to adopt an attitude of 'it could happen here' attitude where safeguarding is concerned.
- Ensure that all children know there is an adult whom they can approach if they are worried or in difficulty.
- Provide across the curriculum and 24 hour curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school and home environments

Our Outdoor Education, Off Site Visits and Activities Policy, set out in a separate document, reflects the consideration we give to the protection of our children when away from the school when undertaking school trips and visits.

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Role of the Directors / Headteacher

The Directors / Headteacher will:

- ensure the implementation of this policy, all procedures and other related policies are effective and complies with the law at all times;
- ensure everyone connected with the school is aware of this policy;
- ensure that they comply with their duties under legislation. They must have regard to this guidance to ensure that the policies, procedures and training are effective and comply with the law at all times.
- To be responsible for ensuring that the company complies with all equalities legislation.
- Either the designated safeguarding lead or their Deputy are always available for staff to discuss any safeguarding concerns. Where it is clear the designated safeguarding lead is going to be absent (be it for sickness or away on other duties) Directors and Deputy Head ensure the deputy is available and all staff know who that person is.
- Ensure the Designated Safeguarding Lead and Deputy attend appropriate refresher training every two years.
- Directors ensure that our safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCB. This includes understanding and reflecting local protocols for assessment and the LSCB's threshold document along with supplying information as requested by the LSCB. As part of meeting a child's needs it is important for Directors to recognise the importance of information sharing between professionals and local agencies. Further details on information sharing can be found in: Working together to safeguard children and at Information sharing: Advice for practitioners. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- publish this policy:
 - on the school's website
 - in the staff handbook
- work closely with the designated person for child protection;
- nominate a deputy designated teacher;
- ensure both Designated Safeguarding Leads undertake Prevent awareness training (Workshop to Raise Awareness of Prevent);
- provide adequate resources for the designated teacher to undertake his/her role;
- ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school;
- In line with the Teachers' Standards 2012 headteachers (inc teachers), should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties;
- ensure all school staff and Directors read the current Part One of 'Keeping Children Safe in Education' 2016;
- ensure that agency supply teachers and other supply staff and vetted by the agency are, when they arrive at school, are the same people that the agency vetted;
- complete prohibition checks for everyone in teaching work and to check that no one is restricted from working as a teacher in another EEA country;

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- have in place IT systems that will effectively filter the internet without over-blocking and systems to monitor online usage;
- ensure school personnel have the skills, knowledge and understanding to keep looked after children safe;
- ensure school personnel are aware of the additional safeguarding challenges to children with special educational needs and disabilities;
- support and counselling to school personnel if they feel distressed from being involved with a traumatic child protection case or incident;
- in line with inter-agency working adopt measures as stated in 'Working Together to Safeguard Children 2015' including allowing access for children's social care from the host local authority and, where appropriate, form a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- responsibility to ensure that there are excellent lines of communication and the sharing of information with local agencies such as social services, the police and health care services;
- ensure that all school staff and volunteers are able to highlight improvements to the safeguarding policies and procedures;
- reflect the importance of utilizing the experience and expertise of staff when shaping safeguarding policies;
- ensure that all new staff undertake training in child protection procedures in line with LSCB advice on induction;
- create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures;
- ensure school staff and pupils do not take photographic images without consent or management permission;
- ensure that regular checks of the school premises take place especially of changing areas by the Site Manager for hidden cameras;
- ensure that all areas of the school are kept clutter free in order to prevent the placing or installation of covert cameras;
- ensure the following procedure is undertaken if a covert camera is found:
 - will contact the police outlining all known details
 - will not touch the device
 - will not look at any images on the camera
 - will close off the area where the device was found as this is now a crime scene
 - will not move or remove any articles etc in the crime scene
 - will inform the local authority Designated Officer
 - will write an incident report
- ensure that all CCTV cameras are periodically checked to ensure that they are not facing:
 - areas of expected privacy
 - mirrors
- ensure risk assessments are in place regarding physical intervention, personal care, intimate care, pupils changing for sporting activities, school staff working 1:1 with a pupil, overnight stays;

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- establish an environment where children feel safe to talk and a culture where school staff listen to children;
- not promise confidentiality to any child but always act in the interests of a child;
- have in place effective anti-bullying strategies;
- encourage children to assess risks to themselves;
- ensure school staff are constantly encouraging children to assess risks to themselves;
- undertake appropriate training in safeguarding and child protection;
- ensure all concerns about FGM are reported;
- report any private fostering arrangements to the local authority;
- inform the family of the child being fostered that it is their duty to inform the local authority of the private fostering arrangements in place;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff in line with LSCB advice;
- ensure all visitors are:

suitably checked and monitored;

provided with a leaflet that:

- summarises the school's safeguarding policy;
- informs them of what to do if they have any concerns;
- informs them how they should conduct themselves whilst in school;
- informs them that they should not take photographs in school or post them on social media under any circumstance.

issued with visitor badges on a clearly named visitor lanyard:

- which identifies the person's name;
- who they have come to see;
- whether they are to be supervised all the time or not;
- the date of the visit

- ensure all staff are familiar with:
 - this policy
 - School Personnel Code of Conduct policy
 - Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2016)
 - Information Sharing 2015 (HM Government)
 - What to do if you're worried a child is being abused 2015 (HM Government)
 - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
 - The Prevent Duty: Department advice for schools and childcare providers (DfE)
 - Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)

Libra School

- monitor the effectiveness of this policy;
- Ensure that the school has met its statutory duties (Section 175/157 Education Act 2002) by completing and returning the annual safeguarding audit to the Local Authority.
- Ensure that in addition to a DBS check, a section 128 check is carried out for all staff in management roles to ensure that they are not prohibited from teaching

Role of the Designated Person or in their absence the Deputy Designated Person

The Designated Person will:

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- work closely with the Headteacher and Directors;
- To ensure the designated safeguarding lead takes lead responsibility for safeguarding and child protection and has the 'appropriate status and authority within the company to carry out the duties of the post.'
- be trained in child protection policy procedures;
- renew training every two years in order to:
 - understand the assessment process
 - understand the procedures of a child protection case conference and child protection review conference
 - understand the specific needs of children in need
 - understand the specific needs of children with special educational needs and those of young carers
 - have in place a secure and accurate record system of all concerns and referrals
- receive appropriate annual updates;
- take into 'account the child's wishes and feelings when determining what action to take and what services to provide';
- regularly review and monitor the list of vulnerable pupils and especially those who received early help;
- make child protection referrals to children's social care or if need be to the police and then to wait for a decision about the type of response required;
- take appropriate action if a child's situation does not improve after a referral has been made by pressing for re-consideration;
- undertake Prevent awareness training (Workshop to Raise Awareness of Prevent);
- train school staff in Prevent awareness
- make school staff aware of the increased number of cases of sexting among under-16 year olds and the damaging effects that it is having;
- work with the PSHE coordinator to ensure sexting becomes an important topic for discussion with pupils;
- take the lead in dealing with child protection issues. Referring by telephone a child's details if there are concerns about his/her welfare, possible abuse or neglect to the Child Protection Team. A written record of the referral will be faxed/posted/emailed to Child Protection Team, (using the multi- agency referral form), and a copy sent to the appropriate Local Authority at the same time.

Libra School

- in line with inter-agency working adopt measures as stated in 'Working Together to Safeguard Children 2015'
- inform a family of a child who we suspect is being privately fostered that it is their duty to inform the local authority of the private fostering arrangements;
- will liaise with the relevant local authorities designated officer and partner agencies in the event of allegations of abuse made against the Directors or Headteacher;
- undertake training in how to deal with sexting;
- deal with all incidents of sexting by:
 - meeting with the appropriate school personnel;
 - meeting with the pupils involved;
 - informing the parents unless by doing so will put the pupil(s) at risk;
 - not viewing the imagery unless it is unavoidable;
 - contacting social care or the police if the pupil is at risk of harm.

- keep a confidential Child Protection Register of all those children known to be at risk and only if it is confirmed by social services that the child is at risk;
- be trained in working with all agencies;
- familiarise school staff with the policy and procedures;
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals;
- record all child protection referrals. Ensuring that written records of concerns about a child are kept even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from general child records, with a front sheet listing dates and brief entry to provide a chronology.
- Take the lead as the person responsible for dealing with any areas/concerns relating to Domestic Violence issues that may affect the young people who attend Libra.
- Ensuring that an indication of further record-keeping (e.g. a separate child protection file) is marked on the pupil records
 - co-ordinate action within the school;
 - liaise and seek advice from the Local Authority Designated Officer when the need arises;
 - liaise with social care and other agencies;
 - transfer the child protection file of any pupil leaving to join another school;
 - provide support for any child at risk;
 - not promise confidentiality to any child but always act in the interests of a child;
 - act as a source of advice within the school;
 - help create a culture within the school of listening to children;
 - keep up to date will all new guidance on safeguarding children;
 - keep all school staff up to date with any changes to procedures;
 - organise appropriate training for school staff and Directors;
 - ensure all incidents are recorded, reported and kept confidential;
 - keep all paperwork up to date;
 - report back to the appropriate school staff when necessary
- Act as a focal point for staff to discuss concerns and liaising with other agencies and professionals.

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- Attend (or delegate this requirement to another appropriately informed member of staff) CAF meetings, case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributing to the Framework for Assessments process, and providing a report which has been shared with the parents.
- Ensure that any child currently with a child protection plan who is absent without explanation for two days is referred to their key worker in Children's Social Care.
- Ensure that all Libra staff are aware of this policy and know how to recognise and refer any concerns.
- Update and review with the Directors, the policy and procedures; training undertaken by the Designated Senior Person and by all staff; relevant curricular issues, number and type of incidents/cases, and number of children referred to Children's Social Care and subject to a child protection plan (anonymised) etc.

Role of the Local Authority

The Local Authority will:

- be responsible for safeguarding and promoting the welfare of children by working in partnership with schools and other organisations;
- establish a Local Safeguarding Children Board;
- appoint the chairperson to the Local Safeguarding Children Board;
- appoint other members to the Local Safeguarding Children Board;
- have in place a Local Authority Designated Officer;
- ensure the Local Safeguarding Children Board is run effectively;
- in line with inter-agency working adopt measures as stated in 'Working Together to Safeguard Children 2015'
- ensure schools undertake their responsibilities for the safeguarding of children;
- have excellent links with local organisations;
- provide advice, information and guidance to families in the Local Authority;

Role of the Local Authority Designated Officer

The Local Authority Designated Officer will:

- ensure safeguarding procedures are correctly applied and implemented throughout the Local Authority;
- provide advice, information and guidance to staff in the Local Authority;
- provide advice, information and guidance to families in the Local Authority;
- be responsible for updating the Local Authority policy for safeguarding and child protection;
- provide training and meet the training needs of schools and other organisations;
- work closely with Social Services, the Police, Health professional and all other agencies;
- be the key link to Social Services or the Police during and following formal investigations;
- monitor the progress of cases to ensure that they following the appropriate procedures;
- in line with inter-agency working adopt measures as stated in 'Working Together to Safeguard Children 2015'
- keep up to date with all changes in legislation;
- will be the Local Authority representative on the Local Safeguarding Children Board

Libra School

Role of all Staff and Volunteers

All staff must:

- recognise that child protection is their main responsibility and will 'always act in the best interests of the child';
- read Part One of 'Keeping Children Safe in Education' 2016;
- remember to make a written record of all verbal conversations;
- make a referral to children's social care or to the police if a child is in immediate danger or at risk of harm and then record the verbal conversation in writing;
- then inform the designated safeguarding lead that a referral has been made;
- maintain an attitude of 'it could happen here' where safeguarding is concerned';
- 'identify concerns early, provide help for children, and prevent concerns from escalating';
- speak with the designated safeguarding lead if they are unsure and then record the verbal conversation in writing;
- provide a safe environment in which children can learn;
- ensure pupils:
 - feel safe and protected;
 - know how to assess risk to themselves;
 - know how to keep themselves safe;
 - know how to raise a complaint or concern;
 - know and recognise a trusted adult that they can go to and raise their concerns;
 - feel supported and protected when they raise a concern;
 - are kept informed of any actions that have been taken when they have raised a complaint;
 - feel safe from discrimination and bullying;
 - are made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.
- be aware of the online tool 'Reporting child abuse to your local council';
- understand the role of the Designated Safeguarding Lead;
- be cautious when using social networking sites and must:
 - set their profile as private;
 - not allow access to pupils or parents/carers;
 - avoid publishing or allowing to be published any material/comments/images that could damage their professional reputation or bring the school into disrepute.
- not outside school hours make contact with pupils or parents/carers via telephone, text message, email or on social networking sites;
- not give their personal details such as mobile and home telephone numbers, home or email address;
- report to the Headteacher any concerns they may have about another member of staff;
- report to the Chair of Directors any concerns they may have about the Headteacher;
- report to the SLT any concerns they may have about poor or unsafe safeguarding practices and procedures or they may contact the NSPCC whistle blowing helpline;
- where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child, working with other services as needed;

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- Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk;
- In line with the Teachers' Standards 2012 teachers (inc headteachers), should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties;
- actively engage in discussion around safeguarding during monthly supervisions;
- treat children's welfare with utmost importance;
- be aware of the background of the children in their care;
- be made aware of this policy and all other safeguarding policies and procedures during induction, in the school staff handbook and in other training;
- be aware of the names of the designated teachers';
- be trained in identifying signs of harm and abuse;
- be aware of the effects of abuse and neglect on children;
- undertake training on responding to a child;
- know how to report any suspected case of harm or abuse;
- report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out;
- report if they suspect that FGM has been carried out or whether they consider a girl may be at risk of FGM;
- be aware they face disciplinary procedures if they fail to comply with the mandatory duty;
- respond immediately to any child;
- establish a school and classroom environment where children feel safe to talk and where school staff listen to children;
- encourage children to assess risks to themselves;
- report any concerns immediately to the designated person or the deputy designated person;
- inform the Designated Safeguarding Lead of any child who they suspect is being privately fostered;
- know what to do if a child makes a disclosure;
- not promise confidentiality to any child but always act in the interests of a child;
- receive support and counselling if they feel distressed from being involved with a case or incident;
- be kept up to date with changes in procedures;
- be prepared to attend a Strategy Meeting;
- be prepared to attend a Child Protection Case Conference;
- ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Children

Children must be made aware of:

- basic safeguarding procedures in school such as visitors signing in and wearing visitor badges;
- how to assess risk to themselves;
- how to keep themselves safe.

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Role of the School Council

The School Council will be involved in:

- determining this policy with the Senior Leadership team;
- discussing improvements to this policy during the school year;

Every year the School Council will be involved in discussing:

- Do they feel safe in school?
- Are they aware of basic safeguarding procedures in school?
- Are children aware of how to keep themselves safe?
- Do they know who to go to if they are concerned about their own safety or that of others?
- Are they are aware of e-safety?
- Do they know how to keep themselves safe outside school?
- Do they know how to keep themselves safe when using the internet?

Role of Parents

Parents are:

- asked to work hard with the school to establish excellent home-school relationships;
- aware that we have a responsibility for the welfare of all our children;
- aware that we have a duty to involve Social Services if we have any concerns about a child;
- aware they will be informed of our actions

Annually we will ask parents, carers and social workers if:

- they have any concerns about the safety of their child when in school;
- they feel enough time is given for children to learn how to keep safe;
- they know who talk to if they have any concerns;
- they feel their views are listened to and acted upon.

Parents, carers and social workers will be invited to attend safeguarding awareness workshops when their children join the school, annually or when the need arises. In regard to sexual abuse parents will be advised to:

- be aware that the most common form of abuse comes from within the family and it can come from someone who is well-known and trusted in the community;
- talk to their children about sexual abuse in the same way they teach their children about bad behaviour;
- introduce the subject by saying, "I need to talk to you about something which is very important to me.";
- approach conversation in the same way they would teach their children how to play with others and explain where it is correct to touch people;
- not leave it up to teachers to speak to their children about it;
- have simple conversations with their children from the age of five right through to adulthood;
- use opportunities such as at bath-time, walking home from school or in the car to have the first talk;
- avoid scary words so as not to frighten them but to tell them that their body belongs to them, and that they can say no if someone tries to touch them;

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- talk to their children about the difference between good and bad secrets;
- introduce their children to the NSPCC's Talk Pants campaign which does not mention sex or abuse but makes a scary message easier to talk about;
- access Talk Pants online and to use bed-time stories to tackle this delicate and very important topic.

Partnerships with Parents

The Designated Person:

- will ensure that parents are aware of this policy;
- will respect parents and children's need for privacy;
- will respect families from different backgrounds and cultures as long as it does not put the child at risk;
- when making a referral will share all information with parents unless it places the child at risk

Early Help

All staff should identify children that may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

Reporting Concerns

Departmental advice: What to do if you are worried a child is being abused- Advice for practitioners, provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information.

If staff members have any concerns about a child they should raise these with the designated safeguarding lead. The designated safeguarding lead should usually help decide whether a referral to children's social care, early help or other support is appropriate.

If a referral to children's social care is appropriate in most instances the designated safeguarding lead should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.

If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for reconsideration to ensure their concerns have been addressed, and most importantly the child's situation improves.

If early help is appropriate the designated safeguarding lead should support the teacher in liaising with other agencies and setting up an inter-agency assessment as appropriate.

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If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.

If a child makes a disclosure then the member of the school staff must:

- listen to the pupil;
- remain calm;
- offer reassurance;
- not ask the pupil to remove or adjust clothing if bruises are observed;
- not ask leading questions;
- let the pupil speak freely;
- accept what has been told them without challenge;
- not offer opinion or criticise or lay blame;
- reassure the pupil at the end of the disclosure telling them that they have done the right thing;
- not promise confidentiality but inform them that other people need to be told;
- record accurately and factually what the child has said in note form;
- record observed injuries or bruises on a map of the body;
- submit a completed critical incident sheet to the designated person who will seek advice from the Local Authority Designated Officer;

If a member of the school staff suspects that a child may be a victim of abuse then they must:

- record accurately and factually what they have seen in note form;
- submit a completed critical incident sheet to the designated person;

The designated person will then:

- further investigate and keep records of this investigation;
- decide whether to take this referral further or to monitor the situation;
- inform the person making the initial referral of his/her decision;
- prepare in readiness for a case conference/core group meeting the following information on the child:
 - attendance and punctuality data
 - academic achievement
 - child's behaviour and attitude
 - relationships and social skills
 - appearance and presentation
 - any known incidents in or outside school
 - school contact with parents/carers

If a parent makes a disclosure to school then the Designated Person:

- should meet with the parent taking down all details;

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- will assure the parent that the school will take the matter seriously;
- that he/she will have to take advice from the Local Authority Designated Officer about the disclosure;
- will get back to the parent when a decision has been taken and how to proceed

Recording Information

Staff are asked to record any concern or incident in the following way:

<ul style="list-style-type: none">▪ Date▪ Time▪ Place▪ Nature of the concern	<ul style="list-style-type: none">▪ All facts▪ Observed injuries and bruises▪ Note the actual words of the child▪ Sign the notes and hand to the DP
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Reporting to the Designated Person

- All child protection concerns must be reported and discussed immediately with the Designated Person or in their absence the Deputy Designated Person.
- The Designated Person will decide the appropriate action in consultation with the Headteacher / Directors and the LADO if advice is required.

Support and Counselling

- We will ensure that support mechanisms are in place for any child that is at risk in order to build their self-esteem and confidence;
- School staff and volunteer helpers who feel distressed from being involved with a case or incident will receive support and counselling.

Ofsted Inspection

To be prepared for an Ofsted inspection by ensuring safeguarding arrangements are firmly embedded into the vigilant culture of the school that will provide sufficient evidence for a successful Ofsted. Evidence that includes having in place:

- a clear and effective safeguarding and child protection policy;
- a school environment that is safe and secure;
- pupils who:
 - feel safe and secure;
 - know how to make a complaint;
 - can name a trusted adult;
 - feel safe from bullying and discrimination;
 - know how to manage risk.
- school staff who:
 - are well trained and understand the indicators of all types of harm;
 - work as a team;
 - undertake annual refresher training;
 - know how to report concerns about pupils and the conduct of other adults;
 - have identified learners who may be vulnerable;
 - are sufficiently trained in online safety;
 - are trained to use de-escalation strategies;

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- know that all physical intervention incidents must be recorded, reported, monitored and reviewed;
 - will seek the views of the pupil after an incident of physical intervention;
 - are aware of the supervision arrangements of pupils whose safety and welfare are at risk.
-
- a system for reporting concerns immediately;
 - an effective school personnel code of conduct policy;
 - a system that deals with pupils absence from school;
 - local procedures that deals with pupils missing from school;
 - regular discussions with pupils to see if they feel safe and secure;
 - an improvement plan based on the results of pupil: teacher discussions.

Confidentiality and Security of Information

- It is imperative that confidentiality is observed at all times as the protection of the child is paramount.
- School staff have a professional responsibility to share information with other professionals who are investigating a case.
- A child, when confiding information to a member of staff, must be made aware that for the child's own sake this information cannot be kept secret.
- The child must be reassured that the information will only be shared with the designated teacher who will decide what will happen next.
- All child protection records are regarded as confidential and will be kept in a secure place.
- The Directors or Designated Senior Person will disclose personal information about a child to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or well-being, or that of another child.
- We will always undertake to share our intention to refer a child to Children's Social Care with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children's Social Care Advice and Assessment Team.

Case Conferences and Core Group Meetings

The Designated Person will attend:

- all Child Protection Case Conferences with the appropriate member of staff;
- all Core Group meetings once a child has been placed on the Child Protection Register

Children Transferring to another School

The following procedures will take place if a pupil, on the child protection register, transfers to another school:

- the case social worker will be contacted by the Designated Person;
- child protection records will be passed on to the Designated Person at the receiving school only if that school is in the same Local Authority;

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- if the child is moving to another Local Authority, then information will only be passed on with outline details of case conferences but not minutes of conferences

Single Central Record

A Single Central Record will be kept to cover everyone who works in regular contact with children such as all:

- school staff
- trainee teachers on salaried routes
- volunteers
- supply agency staff

The following information will be recorded for all school staff, trainee teachers and volunteers:

- an identity check
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check
- a check of professional qualifications
- a check to establish the person's right to work in the UK
- a section 128 check for those in school management positions
- checks on those who have lived or worked outside the UK

Additional information will be recorded for supply agency staff:

- name of the supply agency
- confirmation checks that the agency has done all of the above
- date when the confirmation was received
- DBS certificate for each supply person
- date when DBS certificate was received

Plus the supply agency will be contacted once the agency worker has arrived in order to verify that that 'is the same person that the agency has completed the vetting checks on'.

Training

Training organised by the Designated Person will take place for all Libra staff:

- On induction to the company - each staff member will receive during induction face to face child safeguarding training as part of an Induction programme.
- All staff including the Designated Safeguard Lead and Deputy receive in house child protection and safeguarding refresher training at regular intervals – as and when required (but at least annually)
- WRAP and Prevent Awareness training
- The designated safeguarding lead will undergo training to provide them with the knowledge and skills required to carry out the role. Their knowledge and skills will be updated via regular training, at appropriate intervals, as and when required, (but at least annually), to keep up with any developments relevant to their role.

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All staff must undertake appropriate training every three years in:

- child safeguarding training every 3 years by the Local Safeguarding Children's Board
- To provide refresher training for all school staff annually and to raise awareness of a wide range of safeguarding topics throughout the school year.
- To have in place a record of all refresher training undertaken and to ensure that those who were absent from any training attend another follow up training session.
- To evaluate the effectiveness of the varied approaches to safeguarding training undertaken.
- To provide evidence of the improved changes to safeguarding training.

We ensure all school staff have equal chances of training, career development and promotion.

All school personnel must attend additional awareness training in the following:

- What to do if a child is being abused
 - Peer-on-Peer abuse
 - Honour-based violence
 - Understanding and knowing how to overcome the additional safeguarding vulnerabilities of learners with SEN and disabilities
- Periodic training will be organised for all school staff so that they are kept up to date with new information and guide lines concerning equal opportunities. To ensure that all new school staff undertake induction training in safeguarding and child protection procedures that covers aspects of:
 - Keeping Children Safe in Education (DfE 2016)
 - What to do if you are worried a child is being abused (DfE 2015)
 - Guidance for safer working practices (Safer Recruitment Consortium 2015)
 - Prevent Duty (DfE 2015)
 - Child Sexual Exploitation - definition and guide for practitioners (DfE 2017)

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school staff
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Directors
- information displays in the main school entrance

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Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Headteacher.

Linked Policies and Procedures

Safeguarding Procedures	Whistle Blowing
Safer Recruitment Policy	Safer Recruitment Procedures
Dealing with Allegations against School Staff, School Volunteers, the Headteacher or another Pupil	Sexual Exploitation, Trafficking and Risky Behaviours
Risk Assessment	Disclosure and Barring Checks Policy
Safeguarding	Equalities
Care Planning	ICT and Acceptable Use of Internet
Staff Training	Mobile Phone and Electronic Devices Policy
E Safety	Curriculum
Anti Bullying	Confidentiality
Promoting Positive Behaviour Management	Disciplinary Procedure
Missing Without Authority	Extremism, Radicalisation incorporating 'Prevent Duty' Policy
Health and Safety	Child Missing Education
FGM Policy	

Director:	Joan Wilkes	Date:	21.12.17
Designated Safeguarding Person:	Gina Dyer	Date:	21.12.17
Local Authority Police Constabulary:	Allyson Murray	Date:	06.12.17

Libra School

Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Safeguarding & Child Protection	Yes stated			✓

This policy affects or is likely to affect the following members of the school community (✓)	Children	School Staff	Parents/carers	Directors	School Volunteers	School Visitors	Wider School Community
	yes	yes	yes	n/a	yes	yes	yes

Question	Equality Groups																		Conclusion										
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
		✓			✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓			
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓			

Conclusion We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Gina Dyer	21.12.17	Joan Wilkes	21.12.17

Libra School Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	x			
• Policy in line with current legislation	x			
• Coordinator in place	x			
• Coordinator carries out role effectively	x			
• Headteacher, coordinator and nominated Director work closely	x			
• Policy regularly discussed at meetings of the Directors			x	
• School staff aware of this policy	x			
• School staff comply with this policy	x			
• Children aware of this policy	x			
• Parents aware of this policy	x			
• Visitors aware of this policy	x			
• Local community aware of this policy			x	
• Funding in place			x	
• Policy complies with the Equality Act	x			
• Equality Impact Assessment undertaken	x			
• Policy referred to the School Handbook	x			
• Policy available from the school office	x			
• Policy available from the school website	x			
• School Council involved with policy development	x			
• All stakeholders take part in questionnaires and surveys			x	
• All associated training in place	x			
• All outlined procedures complied with	x			
• Linked policies in place and up to date	x			
• Associated policies in place and up to date	x			
A statement outlining the overall effectiveness of this policy				
It is effective and suitable for purpose				