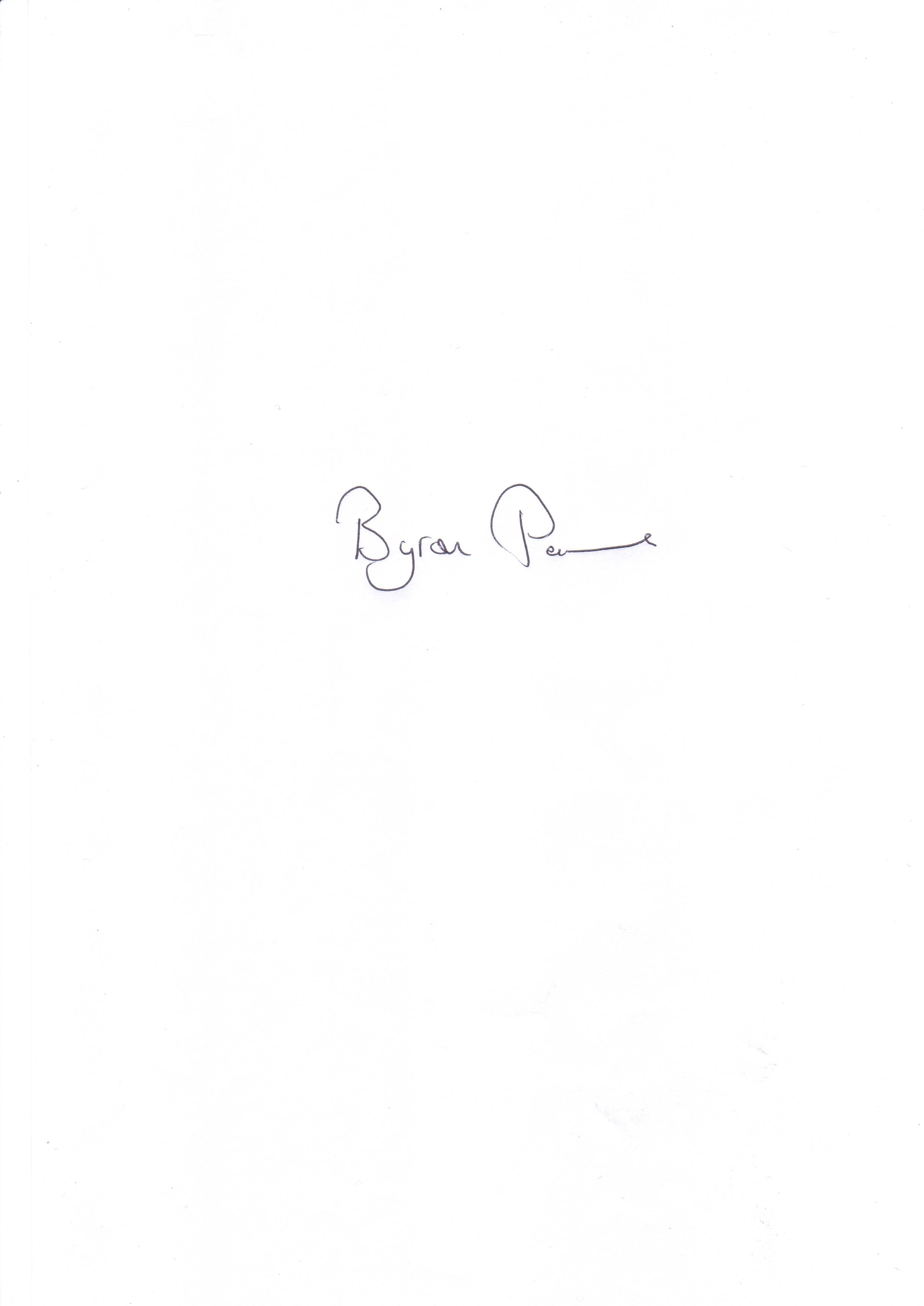
**SAFEGUARDING POLICY THOMAS TALLIS SCHOOL**

**Policy Review**

This policy will be reviewed in full by the Governing Body on an annual basis.

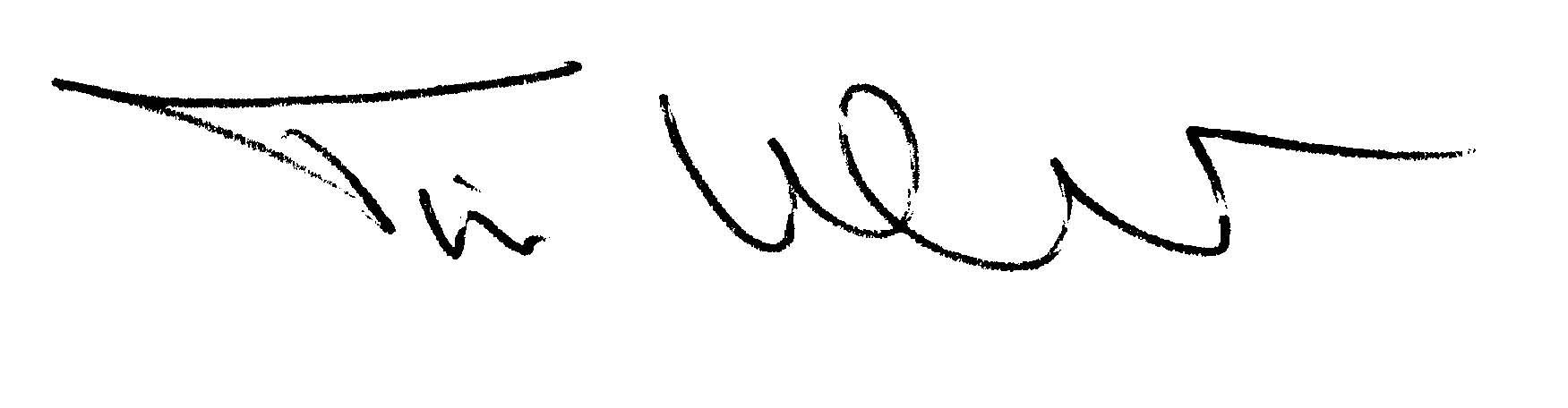
The policy was last reviewed and agreed by the Governing Body on *6th February 2012*

It is due for review in February 2013



Signature February 2012

Head Teacher

Signature February 2012

Chair of Governors

**In this document:**

1. **Responsibilities**
2. **Summary of key points**
3. **Policy Statements**
4. **Procedures for Staff**
5. **Guidance on Safer Working Practices for Adults in School**

**6) The Well-Being Curriculum and Child Protection**

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**SAFEGUARDING POLICY**

1. **Responsibilities**

The Designated Senior Person (DSP) for Child Protection is AHT Francesca Kamei and in her absence Jemma Brown as Deputy Safeguarding Officer

The Designated Governor for Child Protection is Tim Warner & Roya Dooman.

All staff and volunteers are well placed to notice when there is concern for a child and should be alert to the signs of abuse and refer any concerns to the designated teacher responsible for child protection.

Any parent or carer who has concerns about the welfare of a child at Thomas Tallis school can speak with the DST for Child Protection, Francesca Kamei or in her absence, Jemma Brown. Alternatively, they can contact Greenwich Council Children’s Services on 020 8921 3172 or the Emergency Duty Team (Out of Office Hours only) on 020 8854 8888.

If a child is in immediate danger, you should always call the Police on 999.

**1a) Greenwich Children’s Services and Education and Learning**

Greenwich Children’s Services and Education and Learning will support the school to safeguard and promote the welfare of pupils by:

* co-ordinating the delivery of integrated children’s services within the borough
* providing services under the Children Act 1989 for those children who have been assessed as being in need, in need of protection or requiring alternative accommodation
* providing the school with advice, support and guidance, policy and procedures, training and a dedicated lead officers with responsibility for child protection and safeguarding
* dealing with allegations against members of staff and volunteers
* taking responsibility for those children who are not in education.

**2.2 Governing body**

The governing body will ensure that:

* the school’s safeguarding policies and procedures are consistent with the Greenwich Safeguarding Children Board procedures and that these are regularly monitored, reviewed and updated where necessary
* there is a responsible safeguarding governor and a designated child protection teacher who reports directly to the governing body on the implementation of child protection policies
* parents are made aware of the school’s safeguarding policies and procedures
* the school has appropriate procedures in place to ensure safe recruitment practices and to deal with allegations against staff or volunteers
* all staff receive safeguarding and child protection training at least every 2 years
* action is taken where any weaknesses in child protection or safeguarding policy and practice are apparent within the school
* other organisations using the school premises to provide extended or after-school activities have appropriate safeguarding and child protection policies and procedures in place.

**2.3 Head Teacher**

The head teacher will ensure that:

* staff are fully aware of the school/college safeguarding and child protection policies and that these policies are fully implemented
* the designated child protection teacher is given sufficient time and resources to carry out their responsibilities
* staff are released to attend child protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning pupils at the school/college
* safe recruitment practice is followed whenever recruiting to posts
* the school offers a safe environment for staff and pupils to raise concerns about poor or unsafe practice
* appropriate action is taken whenever an allegation is made against a member of staff.

1. **Summary of Key Points**
2. All staff have a responsibility for child protection and must be alert to signs of abuse and neglect and know how to report concerns or suspicions.
3. The policy can be found on the school website and is in the staff handbook.
4. All staff must ensure that they have read the Policy and are familiar with its contents.
5. Definitions of abuse (details are in the policy) – abuse can be Physical, Sexual, Emotional or Neglect
6. What kinds of concerns should be recorded?

* Poor attendance
* Appearance and dress
* Changed or unusual behaviour
* Health and emotional wellbeing of the student
* Deterioration in educational progress
* Home conditions
* Any discussions of concerns with parents/carers
* The responses of parents/carers
* Injuries which may be non-accidental

1. Staff should report concerns as soon as possible
2. Staff are not responsible for investigating cases of suspected abuse – this is the role of the Social Services Department, the police and other agencies.
3. If a student asks to speak with you and you are concerned you might not be able to deal with hearing what they have to say you do not have to talk with them BUT you MUST take them to the Designated teacher for C.P. or Report the matter to the Designated teacher.
4. It is vitally important that if a student speaks to you about a Child Protection incident, you make it clear that **IT CANNOT BE A CONFIDENTIAL CHAT, THERE CAN BE NO SECRETS – YOU HAVE TO TELL, THERE CAN BE NO GUARANTEE OF ABSOLUTE CONFIDENTIALITY.**
5. A report should be made as soon as possible after the observation or event, where possible using the Thomas Tallis Report Form. This should be factual, although it can be used to record your feelings. It must be signed and dated.
6. The Designated Teacher for Child Protection will then meet with the student and make a decision about ‘what next’. If it is deemed appropriate the case will be referred by phone to Social Services. She will liaise with her Principal Line Leader, Douglas Greig, so that he is informed of the situation.
7. A relationship between an adult and a child or young person is not a relationship between equals. There is potential for exploitation and harm of vulnerable young people.
8. Adults therefore have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
9. Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others.
10. Staff should report and record any incident with this potential to the AHT for Child Protection, Francesca Kamei.
11. All staff must follow the school's Acceptable Use Policy.
12. All staff must read and be familiar with the full Child Protection policy and the Acceptable Use Policy.

**3) Policy Statements**

**Thomas Tallis School fully recognises its responsibilities for child protection.**

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

• Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with students (children and young people).

• Raising awareness of child protection issues and equipping students with the skills needed to keep them safe.

• Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.

• Supporting students who have been abused or neglected in accordance with his/her agreed child protection plan.

• Establishing a safe environment in which students can learn and develop and establishing safe guidelines to support staff in their professional roles with students.

We recognise that because of the day to day contact with students (children and young people), school staff are well placed to observe the outward signs of abuse. The school will therefore:

• Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to.

• Ensure students know that there are adults in the school who they can approach if they are worried.

• Include opportunities in the Wellbeing curriculum for students to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Greenwich Safeguarding Children Board and take account of guidance issued by the Department for Education and Skills to:

• Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.

• Ensure we have a nominated governor responsible for child protection.

• Ensure every member of staff, volunteer and governor knows the name of the designated senior person responsible for child protection and their role.

• Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection.

• Ensure that parents and carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.

• Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.

• Keep written records of concerns about children, even where there is no need to refer the matter immediately.

• Ensure all records are kept securely, separate from the main pupil file, and in locked locations.

• Develop and then follow procedures where an allegation is made against a member of staff or volunteer.

• Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the child or young person through:

• The content of the curriculum.

• The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.

• The school behaviour policy which is aimed at supporting vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

• Liaison with other agencies that support the student such as social services, Child and Adult Mental Health Service, education welfare service, education attendance service and educational psychology service.

• Ensuring that, where a student on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed

‘All children should be safe and able to develop to their full potential. Protection of vulnerable children is vital and child protection procedures must be effective and work consistently’.

London Child Protection Committee 2003

OFSTED inspections will also cover ‘outcomes’ set in ‘Every Child Matters’ –

* Being healthy
* Staying safe
* Enjoying and achieving
* Making a productive contribution
* Enjoying economic well being

Thomas Tallis school recognises the need for good practice in relation to child protection issues and will continue to work hard with outside agencies, and to raise and develop staff awareness through in-service training to protect and care for the welfare of its students.

All staff must be alert to signs of abuse and neglect and know how to report concerns or suspicions.

The Designated Teacher for Child Protection is the Assistant Headteacher for Inclusion, Francesca Kamei.

A copy of the school policy is to be found on the school website.

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**4) Procedures for Staff**

**Definitions of abuse and Recognising signs of abuse**

* Physical – when a person injures or harms a child or does not knowingly prevent it.
* e.g. use excessive force, hitting, shaking, squeezing, burning, biting, suffocating or
* drowning. It also includes inappropriate use of drugs, medication or alcohol by children.
* Sexual – sexual abuse takes place when a child is forced to take part in a sexual activity, using the child to satisfy sexual needs. It is also an abuse to allow children access to obscene books, videos and other materials.
* Emotional abuse/neglect – when adults persistently fail to show love and affection or provide for physical needs.

e.g. they may threaten, taunt or shout, causing the child to lose it’s self confidence and to become nervous and withdrawn. Failure to provide for physical needs – adequate food, shelter or clothing.

What kinds of concerns should be recorded?

* Poor attendance
* Appearance and dress
* Changed or unusual behaviour
* Health and emotional wellbeing of the student
* Deterioration in educational progress
* Home conditions
* Any discussions of concerns with parents/carers
* The responses of parents/carers
* Injuries which may be non-accidental

**Reporting concerns – what to do if you are worried a child is being abused?**

Staff are not responsible for investigating cases of suspected abuse – this is the role of the Social Services Department, the police and other agencies. Staff must pass on their concerns to the Designated Teacher for Child Protection – AHT, Francesca Kamei, and then co-operate, as required with external agencies.

The importance of recording cannot be over stressed, however trivial an incident may seem, if you feel concerned, then record it. It is by doing this that significant patterns emerge.

Dealing with disclosure – if student wants to talk to you:

* If possible arrange a time and place where you can talk privately
* Stay calm and reassuring
* Explain you cannot promise to keep secret what the student tells you
* Listen and believe what the student tells you – tell them whatever the circumstances they are not to blame
* Do not ask leading questions
* Ask the student if they have told anyone else
* Tell the student that they were right to tell

Complete recording form (available in staff room and from the General Office) and pass straight to AHT for Child Protection, Francesca Kamei.

It is vitally important that if a student speaks to you about a Child Protection incident, you must make it clear that **IT CANNOT BE A CONFIDENTIAL CHAT, THERE CAN BE NO SECRETS – YOU HAVE TO TELL, THERE CAN BE NO GUARANTEE OF ABSOLUTE CONFIDENTIALITY.**

Confidentiality must be observed and staff should not discuss any observations with colleagues, students, parents or carers unless it is deemed necessary for the protection of the child.

**Making a Referral**

A report should be made as soon as possible after the observation or event, where possible, using the Thomas Tallis Report Form. This should be factual, although it can be used to record your feelings.  **It must be signed and dated.**

The Designated Teacher for Child Protection will then meet with the student and make a decision about ‘what next’. If it is deemed appropriate the case will be referred by phone to Social Services. She will liaise with the the Principal Line Leader, Deputy Head, Douglas Greig, so that he is informed of the situation.

The designated teacher will then fill in the inter agency referral form and pass to Social Services within 48 hours.

**FLOW CHART 1 - REFERRAL**

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| --- |
| STAFF – has concerns about child’s welfare |

**⭣**

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| --- |
| Practitioner discusses with manager and/or other senior colleagues as they think appropriate – concerns recorded on school referral form and passed to Designated Person for Child Protection  AHT Francesca Kamei or in her absence, Jemma Brown |

|  |  |
| --- | --- |
| Still has concerns | No longer has concerns |

**⭣ ⭣**

|  |  |
| --- | --- |
| Designated Person for CP refers to social services, following up in writing within 48 hours  ← | No further child protection action, although may need to act to ensure services provided – consults as appropriate with relevant staff / child and family |

**⭣**

|  |  |
| --- | --- |
| Social worker and manager acknowledge receipt of referral and decided on next course of action within one working day | Feedback to referrer on next course of action  ⭢ |

**⭣**

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| --- |
| ⭢No further social services involvement at this stage, although other action may be necessary, e.g. onward referral |

**⭣**

|  |  |
| --- | --- |
| Initial assessment required | initial assessment procedures led by social services liaising with school and others as required |

**⭣**

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| --- |
| Concerns about child’s immediate safety |

**⭣**

|  |
| --- |
| emergency action taken by relevant agencies |

|  |  |
| --- | --- |
| **Thomas Tallis School Incident Report Form – Child Protection** | |
| Student Name/Tutor Group |  |
| Date of Incident |  |
| Time of Incident |  |
| Staff Reporting |  |
|  | |
| Disclosure/Observations | |
| Signature: | Date: |

**5) Guidance on Safer Working Practices for Adults in School**

This guidance is to ensure that all Adults working in school are clear as to their roles and the expectations placed upon them as professionals in an education setting. The guidance aims to protect both staff and the students within the school.

As a result of their knowledge, position and/or the authority invested in their role, all adults working in education settings are in positions of trust in relation to the young people in their care. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.

* A relationship between an adult and a child or young person is not a relationship between equals. There is potential for exploitation and harm of vulnerable young people.
* Adults therefore have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
* Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others.
* They should report and record any incident with this potential to the AHT for Child Protection, Francesca Kamei.

**Email and Phone Communication**

In order to make best use of the many educational and social benefits of new technologies*,* students (children and young people) need opportunities to use and explore the digital world, using multiple devices from multiple locations. It is now recognised that that e-safety risks are posed more by behaviours and values than the technology itself.  Adults working in this area must therefore ensure that they establish safe and responsible online behaviours.

This means working to the school's Acceptable Use Policy. These detail the way in which new and emerging technologies may and may not be used and identify the sanctions for misuse.

From time to time it is possible that adults working with students may be in contact with them via phone.  It is also possible that students and staff will use email as a means of communication when not in lessons or after school.

* Adults should also be circumspect in their communications with students so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming.
* They should notas  a matter of course give their personal contact details to students including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. E-mail or text communications between an adult and a child/young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites.
* When in contact with students via electronic communication, adults should report the circumstances and context of any misunderstanding, accidents or threats to Francesca Kamei or John Abrahams.

**Meeting Students and Social Contact Outside of School**

No student (child or young person) should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/ carers and a senior manager or Headteacher.  Staff should therefore be vigilant about maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations.

At the same time in relation to social contact, adults should:

* have no secret social contact with students (child or young person) or their parents / carer
* consider the appropriateness of the social contact according to their role and nature of their work
* advise senior management of any social contact they have with a student (child or young person) or a parent/carer with who whom they work, which may give rise to concern
* report and record any situation, to the AHT for Child Protection, Francesca Kamei, which may place a child at risk or which may  compromise the school/service or their own professional standing
* be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with their principal line leader.
* understand that some communications may be called into question and need to be justified.

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

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. They should speak of their concerns to their principal line leader, who will take these to the AHT for Child Protection, Francesca Kamei, or staff can speak directly to the AHT for Child Protection.

**6) The Well-Being Curriculum and Child Protection**

**Child Protection is covered in the Well-Being Curriculum under the following areas in the year groups shown.**

Year 7

* My Body – Playing Safe: Sex and Relationships Education
  + Disclosure
  + Fraser guidelines (through school nurse)
  + Confidentiality
  + Awareness of own body
  + Where to get help
* Personal Safety and the Law
  + Age laws
  + Rights and responsibilities
  + Personal Safety issues including; drugs, sex, travel safe, peer pressure, risk

Year 8

* My Body – Playing Safe: Sex and Relationships Education
  + As above revisited
  + Conception
  + Family and Marriage
  + Contraception
* Rights and Responsibilities
* Personal Safety and the Law
  + Mobile Phones and risk
  + Identity theft
  + On-line safety
  + Social Networking

Year 9

* Personal Safety and the Law
  + Gangs
  + Knife crime
  + Peer pressure
* My Body – Playing Safe: SRE and Drugs Education
  + Recap of previous years
  + STIs
  + Risky behaviour
  + Drug use
* Healthy Lifestyles and Relationships
  + Watch Over Me series 1 personal safety
  + On-line safety
  + Social Networking sites
  + How you dress
  + Being safe
  + Taking responsibility
  + Strangers

Year 10

* Work Experience
  + Keeping safe at work
  + Rights and responsibilities
  + Equal opportunities
  + Working with children
* My Body – Playing Safe: SRE
  + Teenage pregnancy
  + The law and consent
  + Disclosures
* Healthy Lifestyles and Relationships
  + Watch Over Me series 2
  + Homelessness
  + Arranged marriage
  + Family
  + Drug and alcohol use
  + Carrying a weapon
  + Personal safety

Year 11

* My Body – Playing Safe: SRE
  + Family planning
  + Parenthood
* Healthy Lifestyles and Relationships
  + Watch Over Me series 3
  + Racism
  + Sexism
  + Crime
  + Working together
  + Choices and risk
* Mental Health
  + Identifying mental health issues
  + Challenging stereotypes
  + Coping strategies
  + Getting help