

Sands School



The ALTERNATIVE FACE of
EDUCATION

Safeguarding and Child Protection Policy and Procedures.

September 2017

The Safeguarding and Child Protection team are:

Nathan Gribble	Designated Safeguarding Lead (DSL) Designated Teacher for Children in Care
Peta Cox and Huw Morgan	Deputy Safeguarding Officers
Donald Barr	Administrator
Kate Day	School Counsellor
Alice McCarthy-Sommerville	Safeguarding governor

Policy statement.....	3
Sands School child protection policy overview	4
The Nature of Child Abuse	6
General.....	6
Physical Abuse	6
Sexual Abuse	7
Neglect	7
Emotional Abuse.....	7
Domestic Violence	7
Signs and Symptoms of Abuse	8
Physical Abuse	8
Sexual Abuse	8
Neglect	9
Emotional Abuse.....	10
Children Missing from Education	11
Specific Safeguarding issues	11
Practice guidelines	12
Information and confidentiality	12
Managing specific concerns about children.....	14
Levels of concern.....	15
Dealing with concerns out of the school.....	15
Maintaining vigilance	16
Interactions between staff and students (see Staff Code of Conduct)*	16
Allegation of abuse by staff (see separate policy)	16
Safer Recruitment (see separate policy)	16
Visitors.....	16
Responsibilities and training.....	17
Induction of new staff	18
Role of the Designated Safeguarding Lead at Sands School.	18
Supporting the other staff.....	18
Counselling.....	19
Contacting outside agencies.....	19
Making sure the whole child protection policy is adhered to.....	19
Record keeping	19
Safeguarding contacts.....	20

Policy statement

Each school is different and needs to develop safeguarding and child protection procedures that apply the statutory regulations and departmental guidance to their particular environments.

Sands School endeavours to increase the confidence of its students and empower them by creating an informal 'family-like' learning environment. Students are expected to be responsible and all decisions are made jointly by all members of the school.

Because of its size and the close relationship between staff and students it is possible for the environment to be truly child-centred – each student's needs are cared for by teachers and tutors as well as by peers.

As well as all the staff having an eye out for the well-being of all the students, each child also has a personal tutor who is particularly responsible for supporting and safeguarding their tutees' needs. As each child chooses their tutor they are the most likely person for the child to confide in. However, it is often the case that another member of staff, a parent, or another student will raise concerns about a child.

This policy has been produced in line with 'Working Together to Safeguard Children (DfE 2015) and 'Keeping Children Safe in Education' (DfE 2016), What to do if you're worried a child is being abused (DfE 2015) and the Children Acts 2004 and 1989.

Sands School safeguarding and child protection policy overview

Sands School fully recognizes its responsibilities for safeguarding and 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 children.
- Raising awareness of safeguarding issues and equipping staff with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused, or are vulnerable to abuse, in accordance with his/her agreed child protection plan or actions agreed in other professional network meetings.
- Establishing a safe environment in which children can learn and develop and equipping them with the skills needed to keep themselves safe.

We recognize that because of the day-to-day contact with children, school staff may be well-placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried. And signpost to other agencies who offer confidential 'talking' support to children, such as Childline.
- Include opportunities in the curriculum for children to develop the skills they need to recognize and stay safe from abuse.

We will follow the procedures set out by the Devon Safeguarding Children Board¹ take account of guidance issued by the DfE 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 (including temporary and supply staff and volunteers) and governing body 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 senior person responsible for child protection.

¹ <http://www.proceduresonline.com/swcpp/devon/index.html>

- Ensure all staff respond appropriately when child abuse is disclosed or suspected
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register, or sooner if appropriate.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, in accordance with the 'Every child matters' agenda, including attendance at case conferences.
- Keep written records of Safeguarding concerns about children, including notes about contact with other agencies, 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.
- Follow procedures where an allegation is made against a member of staff or volunteer (see separate policy).
- Ensure safe recruitment practices in line with *Keeping Children Safe in Education 2016* (see separate policy).

We recognise that children who are vulnerable, 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 pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school's approach to behaviour which is aimed at supporting vulnerable pupils in the school: the school will ensure that the pupil 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 pupil such as social services, Child and Adolescent Mental Health Service (CAMHS), education welfare service and educational psychology service. Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

The Nature of Child Abuse

General

The following sets out what is meant by child abuse and neglect and their possible impact on a child. It also sets out some of the signs and symptoms that may give cause for concern. The list is not exhaustive and signs and symptoms of abuse may also be found in the other types of abuse.

Identification of child abuse is difficult and will normally require in-depth social and medical assessment. It is important to note that there may also be considerable overlap of one category of abuse with another.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges both in the risks they face and in the identification of abuse. It may be more difficult to distinguish behaviours that can be an indicator of possible abuse; some abusive experiences, such as being bullied, may be tolerated without showing any signs; and there may be specific difficulties around trust and communication.

The sustained abuse of children physically, emotionally, sexually or by neglect can have major long-term effects on all aspects of a child's health, development and well being. Sustained abuse is likely to have a deep impact on the child's self image and self-esteem and on their future life as an adult.

Child abuse can be inflicted by a physical response such as physical, sexual assaults or by failing to act to prevent harm such as neglect. Harm can also be inflicted emotionally. Abuse can be inflicted by the commission or omission of an act and can occur in family, institutional, internet or community settings by those known to them or by strangers.

Children exposed to abuse may also have been exposed to domestic violence and consequently a discontinuity of care. Prolonged and/or regular exposure to domestic violence can have a serious impact on a child's development and emotional well-being including a threat to an unborn child, physical assault as a result of a child's intervention between the adult participants, emotional distress and substance misuse which can be neglectful.

In **'Working Together to Safeguard Children 2015'**, child abuse is defined as follows:

"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."

Every Social Services Department must maintain a central register that lists the names of children resident in the area who are considered to be at continuing risk of significant harm and for whom there is a Child Protection Plan. There are four categories of registration. The following definitions are taken from the Devon Safeguarding Children Board website.

Physical Abuse

Physical abuse is defined as when someone deliberately hurts a child, such as hitting, shaking, throwing, poisoning, burning, drowning or suffocating a child deliberately and with the intention of causing harm. If a child is hurt by a relative, friend or stranger and it causes them physical harm, such as cuts, bruises, broken bones or other injuries, it is physical abuse.

Sexual Abuse

Child sexual abuse involves persuading or forcing a child to take part in sexual activities, or encouraging a child to behave in sexually inappropriate ways. The sexual abuse of children is more than just physical sexual contact and includes sexual touching clothed or unclothed, all penetrative sex, intentionally engaging in sexual activity in front of a child and making, permitting to take, distributing and showing or advertising indecent images of children.

Neglect

Neglect is where a child is not being looked after properly. This can include not getting enough to eat or being left alone in dangerous situations. Neglect is the persistent failure to meet a child's basic and essential needs. Children need adequate food, water, shelter, warmth, protection and health care and they need their carers to be attentive, dependable and kind. If a child does not have a safe and stable home, this is neglect.

Emotional Abuse

Emotional abuse can take different forms such as when a child is unfairly blamed for everything, or told they are stupid, worthless or ugly and made to feel very sad and unhappy. Emotional abuse is severe and persistent ill treatment of a child. It can have long-lasting and devastating effects on a child's emotional health and development. Emotional abuse may be the only form of abuse suffered by a child, or it might be an element of other child abuse and neglect.

Domestic Violence

Although Domestic Violence is NOT a category on the child protection register, it is consistently linked to cases and incidence of child abuse and therefore warrants description here.

Children exposed to abuse may also have been exposed to domestic violence and consequently a discontinuity of care. Prolonged and / or regular exposure to domestic violence can have a serious impact on a child's development and emotional well-being including a threat to an unborn child, physical assault as a result of a child's intervention between the adult participants, emotional distress and substance misuse which can be neglectful. Children of any age but especially those of an age and comprehension about what is going on in the family, can be greatly distressed by witnessing the physical and emotional suffering of a parent.

Signs and Symptoms of Abuse

Physical Abuse

Most injuries to children occur accidentally and can be explained simply. Injuries that are not explained adequately by the child or carers or are not consistent with that explanation may indicate abuse.

The following are some of the signs that may indicate abuse:

- Bruising to the face (other than the forehead) especially cheeks, eyes, ears and mouth
- Bleeding from the mouth or ears
- Bruising around the neck (including petechial or pinpoint red bruising)
- Bruising in pattern suggestive of finger or handprint, or of implement mark such as stick or belt
- Bite marks especially of adult size
- Multiple bruising of different ages (more than expected for stage of child's development)
- Burns and scalds, especially cigarette burns or burn injuries with inadequate or inconsistent explanation and which are recurrent. Some may have defined lines to the scald
- Fractures especially of a child under 2 years
- Loss of consciousness, apnoeic attacks or fits when other causes eliminated
- Poisoning, including prescribed or illicit drugs, alcohol, household substances
- Sudden Infant Death Syndrome (needs sympathetic exploration)
- Fabrication or suggestion of symptoms, tampering with test results or inducing illness (Munchausen Syndrome by Proxy/Fabricated or Induced Illness)
- Bruising to the sexual areas (may indicate sexual abuse)
- Round red burns on soft, tender, non-protruding parts of the body such as inside the mouth, inside of legs, behind the knees, inside the arms and on genitals.
- Torn frenulum (upper mouth) in babies could be result of rough handling or physical assault
- Admission of punishment that appears excessive
- Fear of undressing for example in PE at school
- Fear of medical intervention
- Absence from School

Sexual Abuse

Whilst there are many signs that have been associated with sexual abuse, some of these have been also associated with medical or emotional problems. It is therefore important that when there are worries about a child's behaviour, which cannot be explained satisfactorily, sexual abuse should be borne in mind as a possible explanation.

Disturbed behaviours including self-harm, inappropriate sexual behaviours, sadness, depression and loss of self-esteem have all been linked to sexual abuse. The severity of impact is likely to increase the longer it goes on.

The extent of premeditation, the degree of threat and coercion, sadism and bizarre or unusual acts may add to the severity of impact.

Sexually abused children are frequently obedient to adults and anxious to please but have poor peer group relationships/ Many are asymptomatic, particularly in the younger age group.

The following are some of the signs that may indicate abuse:

- Genital or anal lacerations, bleeding or trauma
- Genital or peri-anal inflammation or irritation
- Persistent or recurrent vaginal discharge
- Sexually transmitted disease including warts
- Pregnancy
- Recurrent urinary infections or cystitis
- Secondary enuresis or encopresis (wetting or soiling)
- Recurrent unexplained abdominal pain
- In younger children – overt sexualised behaviour, compulsive masturbation, acting-out and aggressive behaviour, drawing or play activities that are sexually explicit
- In older children – withdrawn and/or overtly compliant behaviour, depression and suicidal behaviour, self-mutilation, running away, school truancy, substance abuse
- Any age – sudden change in normal behaviour or sexual awareness and knowledge advanced for years of development
- Known prostitution
- Unexplained gifts or money
- Refusing to stay with certain persons or unhappy at being looked after by certain persons

Children who are being sexually abused do not necessarily display any behavioural disturbances. They may also show other signs such as physical abuse.

Neglect

Persistent neglect can lead to serious impairment of health and development and long-term difficulties with social functioning, relationships and educational progress. In extreme cases neglect can lead to death. Children require the provision of care to be consistent and appropriate to the age of the child, their understanding and their development. Failure to meet the basic needs over a period of time, or failure to ensure access to appropriate medical treatment may result in a range of symptoms.

The following are some of the signs that may indicate neglect:

- Failure to thrive where medical investigation has excluded any medical reason
- Disturbance of appetite including reluctance to feed, gorging food or stealing food
- Poor skin care, hair loss or poor condition, cold red hands and feet
- Poor hygiene
- Inadequate clothing for the time of year
- Lack of appropriate supervision leading to risk of accidental injury
- Developmental delay, impaired language skills, poor social skills, apathetic or dejected presentation

- Persistent failure to seek or to follow necessary medical advice or treatment
- Poor/ non-school attendance, poor academic attainment
- Dirty, smelly and always hungry
- Abandonment or desertion
- Left alone without appropriate supervision especially at an early age
- Unhygienic home conditions
- Poor relationships with peers, but attention seeking from adults

Emotional Abuse

There is increasing evidence of the adverse long-term consequences for children's development where they have been subject to sustained emotional abuse. Emotional abuse has an important impact on developing a child's mental health, behaviour and self-esteem. It can be especially damaging in infancy.

Underlying emotional abuse is as important as other more visible forms of abuse in terms of its impact on a child. The extent of emotional abuse will need to be judged in respect of the context in which abuse is occurring and may be influenced by family environment and subsequent life events.

It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of a child. Some level of abuse is involved in all types of ill treatment of a child, though it may be present on its own.

The following may indicate some of the signs of emotional abuse:

- Continuous withholding of approval and affection by the parent / carer
- Discipline that is severe and inappropriate or which is non-existent with few or no boundaries set
- Exploitation by the parents/carer to fulfil their needs.
- Impaired ability for play and enjoyment
- Lack of curiosity and natural exploration, air of detachment
- Persistent head banging or rocking in a younger child
- Delayed social and language skills
- Low self-esteem, feeling of worthlessness
- Eating disturbances, poor growth
- Family history of domestic violence, mental illness of a carer or substance misuse
- Behavioural difficulties including aggression and disruptive behaviour
- Enuresis and encopresis (wetting and soiling)
- Self-harm, overdose or attempted suicide.
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Social isolation from friends
- Constant frozen watchfulness
- Pseudo mature or explicit sexual behaviour
- Open masturbation or aggressive sex play with peers
- Only happy at school or kept away
- Stomach pains without medical explanation

It must be remembered that emotional abuse will also be an element of other forms of ill-treatment of a child as well as occurring alone.

Children Missing Education

A child going missing from an education setting is a potential indicator of abuse or neglect. School staff members must follow-up any unexplained absences or lateness, particularly on repeat occasions. A record must be kept of reasons for absence and any unsuccessful attempts to gain this information. Staff should act to identify any risk of abuse and neglect to students with unauthorized and unexplained absences, including sexual abuse or exploitation.

Specific Safeguarding issues

Abuse can arise or be related to a large number of specific circumstances and issues including:

- child sexual exploitation (CSE)
- bullying including cyber bullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) (see also Levels of Concern)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- peer-on-peer abuse
- private fostering
- radicalisation
- SEN-D pupils
- sexting
- teenage relationship abuse
- trafficking

Further information should be sought about guidance and practical support if any of the above are thought to be factors in a case of abuse or suspected abuse.

Practice guidelines

Information and confidentiality

Because of the high staff to student ratio and the good levels of communication fostered in the school there is a lot of personal information that is learnt and can be shared. Staff will regularly have to make assessments as to when such information presents a potential or actual safeguarding concern. To guard against mistakes in this area the Designated Safeguarding Lead will give supervision where staff are unsure.

Confidentiality.

All information given or divulged about a child will be deemed sensitive and remain confidential with the following exceptions:

- 1) If abuse may be involved. In which case the adult must discuss it with the Safeguarding Officer.
- 2) If the member of staff involved feels they need to ask for advice. In which case they may discuss it with the Safeguarding Officer.

Students are aware of the role of Designated Safeguarding Lead and understand that they may be asked for advice or have to act in some situations. When an adult intends to discuss a child's problem with the Designated Safeguarding Lead they will explain carefully to the child concerned why they have to do so. This statement to the child about having to disclose information should happen as early in a conversation about a concern as possible.

Personal information*.

Any 'sensitive' information will only ever be shared with people who need to know and will never be shared in causal conversation. Wherever suitable the student will be consulted before information is divulged. It is vital that the Designated Safeguarding Lead within the school, however, ensures that safeguarding concerns are only shared with staff who 'need to know'.

Personal records.

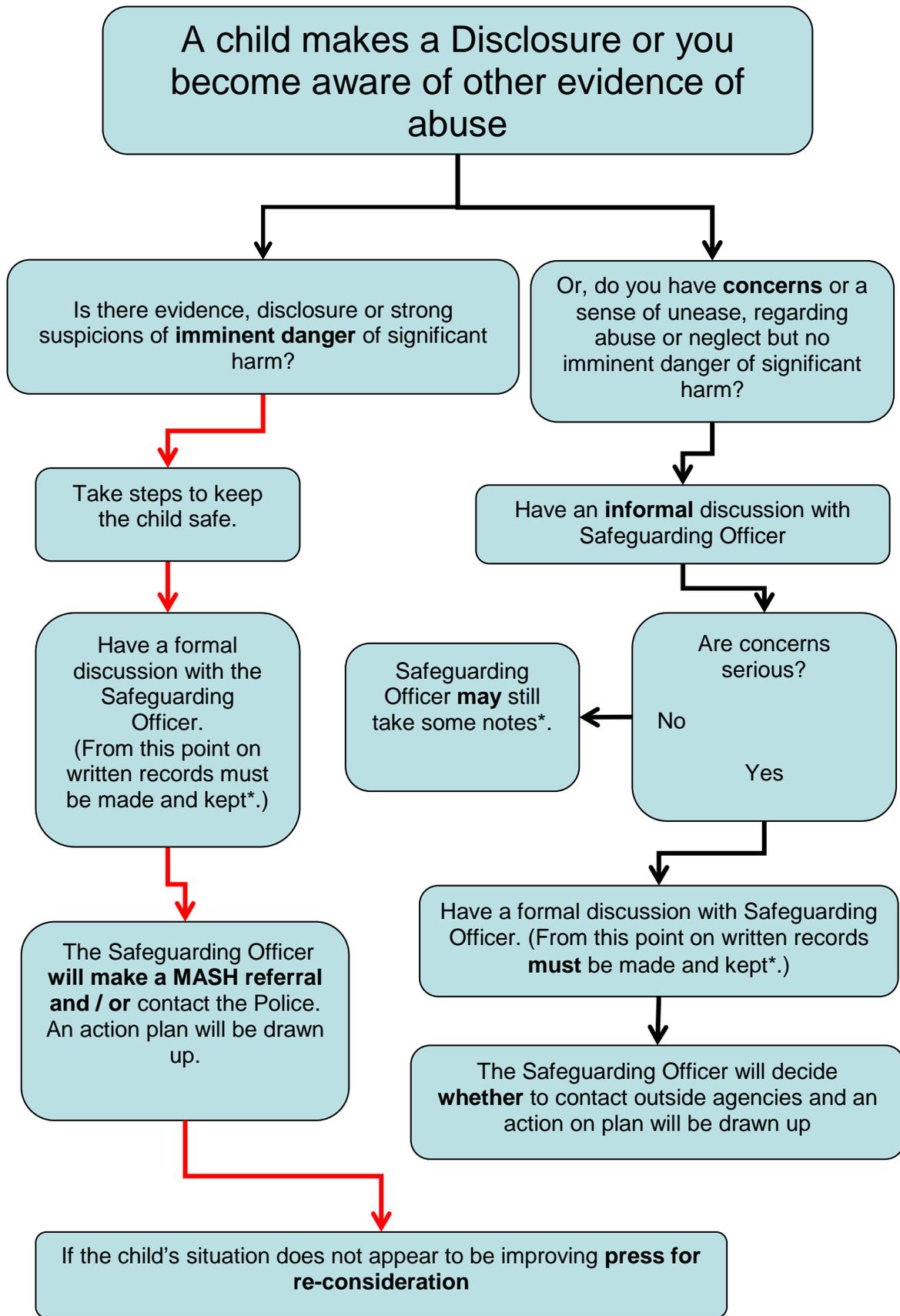
All personal records will be kept in a secure place. Safeguarding notes will be kept separately to other personal records and that only the Designated Safeguarding Lead will have access.

Staff Meeting information sharing and minutes

The Designated Safeguarding Lead will use the weekly staff meeting to share information about safeguarding concerns. All staff need to note this information and where appropriate act upon it. These minutes must be kept confidential.

Any member of staff who feels that additional information about a particular child would enable them to better support that child or keep them safer can ask for this directly from the Designated Safeguarding Lead or by attending the weekly Safeguarding Meeting.

*See more detailed guidance in *Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers* (DfE March 2015)



Managing specific concerns about children

If anyone, staff or volunteer, has specific concerns that a child has been or is being subjected to any form of abuse they should follow the procedure set out in the flow chart opposite. The Designated Safeguarding Lead should be involved as soon as concerns are raised and the other members of staff generally should not attempt to deal with the situation on their own.

However, if there is a **risk of immediate serious harm** a MASH referral should be made without any delay. Ideally this should be by or under the guidance of the Safeguarding Officer, or a member of the safeguarding team, but taking immediate action is the clear priority and if necessary **any member of staff can and should make the referral.**

When there is a **risk of immediate serious harm**, managing concerns should always lead to help for the child. **If the child's situation does not appear to be improving, by itself or as a result of the referral to an outside agency, the staff member with concerns should press for re-consideration.**

***From September 2016 safeguarding concerns will be recorded in CPOMS.**

Levels of concern

Because of the on-going care which all staff offer to all students some delineation needs to be made between levels of concern and necessary action.

- 1) Disclosure or other solid evidence of abuse must always be acted on. Unless the child is clearly no longer at risk of further abuse and the Designated Safeguarding Lead can be certain that no other child is at risk from the same source, abuse must be reported by the Designated Safeguarding Lead to the relevant external outside agencies (See contact list).

In the specific case of a disclosure or other evidence indicating **Female Genital Mutilation** staff must personally report this to the police in addition to liaising with the DSL.

- 2) Even if a child who has been abused is no longer at risk, a formal discussion must be had with the Designated Safeguarding Lead who will then decide what further action is needed. Normally in these cases outside agencies would still be contacted because there may be a possibility that the abuser will have contact with other children.
- 3) If a member of staff suspects abuse, they must have a formal discussion with the Designated Safeguarding Lead who will then decide what further action is needed. A written record will be made of this meeting.
- 4) If a member of staff is worried about the well-being of a child, but does not suspect actual abuse, they may have an informal discussion with the Safeguarding Officer. They may also bring such concerns to the staff meeting if this is appropriate. Any possibly significant or reoccurring anxieties will be recorded and kept with the safeguarding notes.
- 5) The staff have a duty of care to all children in the school to support them through any difficulties they may be experiencing. If such difficulties do not reach any of the above levels of concern it is at the professional discretion of the person concerned as to appropriate action. Reference should be made to the **Devon Threshold Tool** in making assessments of lower level concerns which may be address through **Early Help**. All staff must be aware of their limitations and consider with the child possible further help from counselling or outside agencies.

Dealing with concerns out of the school.

It is recognised that informal teaching and social contact may take place outside school hours and/or the school premises. In these situations the guidelines on managing concerns still apply but staff must take all possible steps to minimise any risk to themselves in supporting a child at risk. This will include reporting to and consulting with the Designated Safeguarding Lead and keeping detailed records of contacts and communications. If possible one-to-one contact without another adult being present should be avoided.

Maintaining vigilance

Interactions between staff and students (see Staff Code of Conduct).

The informal and family-like atmosphere fostered by Sands means that students and staff are likely to interact in a closer way than at other schools. It is therefore particularly important that all staff are aware of what is and is not appropriate. In particular, whilst it is understood that appropriate physical contact between staff and students is acceptable as a communication tool this must only take place when the purpose of the contact is clear e.g. for reasons of reassurance, comfort, safety and protection of the child.

Allegation of abuse by staff (see separate policy)

If a serious allegation of abuse of the student by staff is made, the matter will be reported immediately to the School Governors and the Local Area Designated Officer. Advice will then be taken from the LADO proceed in such a case.

Safer Recruitment (see separate policy)

The school will follow good safeguarding practice. (See separate policy.)

Visitors.

All visitors should be met on arrival and must sign in and out of our visitors book.

Any visitors who do not have an enhanced DBS and barred list check will be under the supervision of a delegated member of staff and will not be able to work alone with students.

Any visitors who visit the school 'regularly' should be asked to undertake an enhanced DBS barred list check. Regularly in this instance is defined as more than 7 full days in any month or one day a week for over 6 weeks.

Contractors will normally be asked to undertake work outside of normal school hours or in the school holidays. If this is not possible contractors will be supervised by a member of staff.

Concerns about child protection failures (whistle-blowing)

All staff should feel able to openly discuss any concerns they have about the school's child protection policies and procedures and their application. If concerns do not appear to be taken seriously or are not being addressed staff should follow the guidance in the Whistle-Blowing Policy. The NSPCC have a whistle-blowing helpline 0800 028 0285 help@nspcc.org.uk where concerns can be discussed in confidence.

Responsibilities and training

Name	Specific Responsibility	Training Group*	Training date / frequency*
Nathan Gribble	Safeguarding Lead	3	09/2016 - two yearly
Huw Morgan	Deputy Safeguarding Leads	3	09/2017 - two yearly
Peta Cox		3	09/2017 - two yearly
Donald Barr	Safeguarding administration	3	09/2017 - two yearly
Kate Day	School Counsellor	3	09/2016** / two yearly
Susan Widelake	School Counsellor	3	09/2016** / two yearly
Alice McCarthy-Sommerville	CP Governor	3	23/2015 / Three years
Regular staff / volunteers		2	two yearly
New staff		2	On induction
Temporary staff and occasional volunteers	Awareness of CP policy		
Governing body	Annual review of the school's policies and procedures relating to safeguarding, and how the above duties have been discharged		

*As defined by the Devon Safeguarding Children Board. Group 3 staff need to complete refresher units rather than repeating the Group 3 training.

From September 2016, in addition to their formal training, the Safeguarding lead will be required to have their knowledge and skills updated at regular intervals (at least annually) through e-bulletin's, local safeguarding meetings etc.. Sands School subscribes to the Andrew Hall annual Safeguarding Handbook and email update services.

All staff are issued with the summary of the current version *Keeping Children Safe in Education*. Their understanding is supported by regular topic briefings at staff meetings.

Induction of new staff

All new staff, including temporary staff and volunteers, are provided with induction training that includes:

- The Sands School Safeguarding Policy and Procedures (this document)
- The Sands School Staff Code of Conduct
- The identity of the Designated Safeguarding Lead and other members of the safeguarding team
- A copy of Keeping Children Safe in Education part one.

Role of the Designated Safeguarding Lead at Sands School.

Because of the very small size of Sands School and the close, informal relationships between the staff and students, we are well-placed to notice and support children who are in need of help. However, Sands has a comparatively high number of children who come to the school after difficulties elsewhere, be they pastoral or educational, and we therefore often have a larger number of children with high-level pastoral needs than a similar sample of children from another school.

Implicit in the ethos of Sands is a strong emphasis on giving everyone in the school the support they need. The tutorial system, school council, staff meetings and the whole school meeting all act as formal support structures. In addition to these the informal support the staff give, both in and out of their lessons has a significant beneficial effect on the well-being of our students.

As staff we are daily expected to deal with low-level pastoral problems and we try to explore these deeply enough to be able to effect a change in the causes of the behaviour, rather than just suppressing the behaviour itself.

Supporting the other staff

The staff have a good informal support structure between themselves, but when children tell them something in confidence that causes them concern, they can discuss this with the Safeguarding Officer. Most of the time such conversations are informal and just involve advice about how best to support the child. In the rare cases where further action must be taken to protect a child it is the Safeguarding Officer's responsibility to make sure that action is taken.

If a member of staff has a concern, he should normally explain to the child that he will discuss it with the Safeguarding Officer. If he chooses not to do this he must have very good reasons for it, as breaking a confidence can be harmful to the child.

Counselling

All children have a right to confidential counselling and it is one of the Safeguarding Officer's responsibilities to make sure all students who want it have access to it. The Designated Safeguarding Lead is responsible for knowing who is having counselling, but need not know the reasons why a child requests it, or why another member of staff refers a child.

It is also the responsibility of the Designated Safeguarding Lead to support the Counsellor when support is requested.

Counsellors working within the school or with students from the school are made aware of the school's child protection policy, adhere to its guidelines and understand the thresholds for breaking of confidentiality with regards to safeguarding concerns.

A fuller description of counselling within the school is in the Counselling policy.

Contacting outside agencies

The Designated Safeguarding Lead is responsible for making sure that any necessary contact with outside agencies concerning a child's welfare is made. It is often the child's tutor who actually makes these contacts as this makes the chain of communication shorter. However, any such contact must be discussed in detail with the Designated Safeguarding Lead and the decision to make such contact is the Safeguarding Officer's responsibility. In cases where the Designated Safeguarding Lead needs advice they should consider contacting an outside agency and discussing the situation in hypothetical terms rather than immediately divulging the student's name.

Making sure the whole school safeguarding and child protection policy is adhered to

Safeguarding Officer's will always implement the child protection policy with the school and will regularly maintain and update it. In particular they are responsible for ensuring that all staff and volunteers have had the appropriate level of safeguarding training and that new staff and volunteers are aware of the school's safeguarding policies and their responsibilities.

Record keeping

The Designated Safeguarding Lead will maintain a safeguarding log, on a secure web-based depository, in which all concerns raised will be recorded along with a summary of related discussions. Serious concerns resulting in action being taken will be recorded. In all cases all discussions with the child concerned and any others involved will be noted along with any other evidence, for example observations made by members of staff. Any physical notes together with any correspondence will be kept securely in separate case files.

From September 2016 Sands School will be introducing the web-based service CPOMS for the reporting, collating and sharing of safeguarding and child protection information.

Safeguarding contacts

Mutli-Agency Safeguarding Hub



**To make a referral or for informal help and advice
regarding a child protection concern:**

Telephone: 0345 155 1071

**Monday-Friday 9.00am-5.00pm
(Friday 4.00pm)**

Out of Hours:

**Outside office hours, 5pm to 9am and at weekends and public
holidays, please
contact:**

Emergency Duty Service 0845 6000 388 (low-call rate)

Fax: 01392 448 951

Email: mashsecure@devon.gcsx.gov.uk

Address: PO Box 723, Exeter, EX1 9QS

<http://www.devon.gov.uk/childprotection>

**Local Authority Designated
Officers (LADO) for Managing Allegations**

Allegations against staff

LADO Coordinator – Kylie Malloy, **01392 384964**

Joint Agency Child Abuse Team (JACAT) and Service around the Child (SAC)

A joint agency team funded by Social Services and Health Trust. Offers support and advice to professionals in the field of child care services and facilitates assessment and / or therapeutic help for abused children and their families or carers.

JACAT
Church Lane
Heavitree
Exeter
EX2 4NU
01392 208772

Child and Adolescent Mental Health Services (CAMHS)

<http://www.virgincare.co.uk/vc-providers/child-adolescent-mental-health-service-camhs-evergreen-house/>

01392 208600

Are the Integrated Child and Adolescent Mental Health team that is based within integrated children's services across Devon. Together we are working to improve the Emotional Health and Wellbeing of Children and Young People under the age of 18 years.

URGENT REQUESTS FOR REFERRAL / PSYCHIATRIC ASSESSMENT

Please telephone your local office if you have an urgent referral.

All urgent referrals will be considered immediately and responded to appropriately.

CHILD PROTECTION

If you are concerned that a child is at risk of harm from physical, sexual or emotional abuse, you must refer through MASH or the police.

Police

Police Central Referral Unit - 0845 605 1166

Devon & Cornwall police non-emergency - 101

In an emergency always dial 999

Education Welfare Service

Helpdesk: 01392 287223

<http://www.babcock-education.co.uk/ldp/v.asp?rootid=2344&level2=2886&depth=2&folderid=2886&level2id=2886>

Education Designated Safeguarding Lead - Jane Lake, 01392 388299

Safeguarding procedures and information sources

MASH referral (enquiry)

<http://www.devon.gov.uk/index/childrenfamilies/childprotection/mash/mash-enquiry.htm>

Information about the process of making a MASH referral (enquiry) including threshold descriptors, the referral form and information for parents and carers.

Early Years and Families

<http://www.devon.gov.uk/index/childrenfamilies.htm>

Early Years and Families policies and procedures are available at:

<http://www.proceduresonline.com/devon/childcare/>

This is a public website and can be accessed by any professional or member of the public. This website will hold all relevant policies and procedures for social care. It will be updated twice a year and additional policies and procedures will be developed. In November policies for the Care Leavers service and many other areas will be added.

Devon Safeguarding Children Board

<http://www.devonsafeguardingchildren.org/>



The DSCB website contains information for children and young people, parents and carers and the children's workforce. Information is available about the Board, the areas it has involvement with and the minutes of the Board meetings as well as lots of other useful information. In addition, the latest information about safeguarding training which is organised by the DSCB can be viewed and booked through the website. Over the coming months the site will be developed and many more items of interest will be added. If you wish to place information on the website or have a link to your intranet please contact the DSCB office on 01392 386067.

South West Safeguarding and Child Protection Procedures

<http://www.online-procedures.co.uk/swcpp/>

South West Child Protection Procedures can be accessed on the above link. In addition, the procedures can be accessed from the DSCB website and the Early Years and Family policy and procedures site.



Child Exploitation Online Protection (CEOP)

<http://www.thinkuknow.co.uk/>



Policy log

Last reviewed	September 2017
Agreed by	Nathan / Donald and Staff Meeting
Review frequency	Annual
Comments	
Links	Safer Recruitment
	Allegations of Abuse against Staff
	PHSE policy
	Staff Code of Conduct
	Counselling Policy
	Private Fostering
	Attendance and Admission Registers