



Safeguarding Policy

Adopted:	March 2016
Review Date:	February 2017
Responsible for Review:	Associate Head
Committee for Review:	Care and Achievement
Frequency of Review:	1 Year
Statutory:	Yes

Purpose and Aims

The purpose of Bungay High School's Safeguarding Policy is to provide a secure framework for the school in safeguarding and promoting the welfare of those students who attend our school. The policy aims to ensure that:

- All our students are safe and protected from harm
- Other elements of provision and policies are in place to enable students to feel safe and adopt safe practices
- Staff, students, governors, visitors, volunteers and parents are aware of the expected behaviours and the school's legal responsibilities in relation to its students.

Ethos

Safeguarding in this school is considered everyone's responsibility and as such our school aims to create the safest environment within which every student has the opportunity to achieve their Five Outcomes. We recognise the contribution it can make in ensuring that all students registered or who use our school, feel that they will be listened to and have appropriate action taken to any concerns they may raise. We will do this by endeavouring to work in partnership with other agencies and seeking to establish effective working relationships with parents and carers to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

Responsibilities and expectations

Bungay High School has a Governing body whose legal responsibility it is to make sure that the school has an effective safeguarding policy and procedures in place and effective monitoring arrangements to ensure that the school complies with them. The Governing body should also ensure that the policy is made available to parents and carers if requested. It is also the responsibility of the Governing body to ensure that all staff and volunteers are properly vetted to make sure they are safe to work with the students who attend our school and that the school has procedures for handling allegations of abuse made against members of staff (including the Headteacher and volunteer helpers). The Governing body will ensure that there is a Named Governor and a Senior Designated Person (SDP) who has lead responsibility for dealing with all safeguarding issues in our school.

The Chair of Governors is Mr S Linger.

The Local Authority Designated Officer (LADO) in Suffolk are Rennie Everett and Dian Campbell. Suffolk has a centralised system for making LADO enquiries and referrals. The telephone number is 0300 123 2044.

The **Senior Designated Persons** is Catherine Wiltshire.



Jo Somerfield is the SDP alternate at the Sixth Form Centre. Sue Coles, Sarah Nugent, Hannah Booty and Clare Li are Alternate Designated Person at the main school site. The **Named Safeguarding Governor** is Zoë Sprake.

It is the responsibility of the SDP to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. She is also responsible for delivering induction training to new staff and arranging whole school safeguarding training at least every three years for all staff and volunteers who work with children and young people in our school. The SDP can deliver safeguarding within schools provided they are linked in to the support and quality assurance process offered by the Local Authority. This includes mandatory attendance at an annual 'Training for Trainers' programme and receiving monitoring visits from the Professional Advisor or Local Authority delegated staff.

The SDP is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision attends, where appropriate, all conferences. She is also responsible for ensuring that appropriate staff attend core groups or safeguarding meetings concerning a student at our school and contributing to multi-agency discussions to safeguard and promote the student's welfare.

The SDP is also required to complete a Self-Review Assessment Report annually which demonstrates that the safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the Named Governor for Safeguarding to ensure these improvements are implemented. The self-review assessment is to be shared annually with the Local Authority, who will have an auditing role in ensuring the school is meeting its safeguarding requirements under section 157 of the Education Act 2002 for Academies and independent schools.

All Child Protection concerns need to be acted on immediately. If school staff are concerned that a child may be at risk or is actually suffering abuse, they must tell the Senior Designated Person immediately.

All adults in our society have a duty to refer all known or suspected cases of abuse to Children's social care or the police. At Bungay High School, these referrals will be made by the SDP or the one of Alternate SDPs. Where a disclosure is made to a visiting staff member from a different agency, e.g. the School Nurse or Counsellor, it is the responsibility of that agency staff to formally report the referral to the School's Designated Person in the first instance.



Where the disclosure is made by a child attending a Pupil Referral Unit (PRU) or alternative provision, the referral should be recorded and referred to the on-site Senior Designated Person and a formal notification made to the school's SDP where the child is on roll for information or to agree the appropriate action to be taken. Any records made should be kept securely on the student's Child Protection file. A referral from a PRU should not be delayed in order to discuss with the school's SDP if it is felt/identified that a child is at immediate risk.

Recognising concerns, signs and indicators of abuse

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as student safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child.

Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

The following indicators listed under the categories of abuse are not an exhaustive list.

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating or otherwise causing physical harm to a child. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.



It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention seeking
- Very low self-esteem or excessive self-criticism
- Withdrawn behaviour or fearfulness
- Lack of appropriate boundaries with strangers; too eager to please
- Eating disorders or self-harm.

Sexual Abuse

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.

Neglect

Neglect is 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)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
(Source: Working Together to Safeguard Children 2010)



What to do if you are concerned

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Do stay calm and listen carefully
- Do reassure them that they have done the right thing in telling you
- Do not investigate or ask leading questions
- Do let them know that you will need to tell someone else
- Do not promise to keep what they have told you a secret
- Do inform your Senior Designated Person as soon as possible
- Do make a written record of the allegation, disclosure or incident which you must sign, with the time and date. Also record your job role.
- Do not include your opinion without stating it is your opinion
- Do refer without delay.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the SDP. Where those concerns relate to the SDP however, this should be reported to the Headteacher. Where the concerns relate to the Headteacher, it should be reported to the Chair of Governors using the school's 'Whistle Blowing' policy.

Managing Allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with young people whilst in our school. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the SDP who will advise the Headteacher. In the case of the allegation being made against the Headteacher this will be brought to the immediate attention of the Chair of Governors and the Area Education Manager. The Headteacher/Chair of Governors must discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. This will constitute an initial evaluation meeting or strategy discussion involving the LADO.



Dependant on the allegation being made, Headteachers will need to:

- Refer to the LADO immediately and follow up in writing within 48 hours. In Suffolk, schools should refer in the first instance to the Area Education Manager
- Consider safeguarding arrangements of the young person to ensure they are away from the alleged abuser
- Contact the parents or carers of the young person if advised to do so by the LADO
- Consider the rights of the staff member for a fair and equal process of investigation
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary
- Act on any decision made in any strategy meeting or evaluation meeting
- Advise the Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

Training

All members of staff and regular volunteers will have access to whole school safeguarding training at least every three years. We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our students' welfare to all newly appointed staff and volunteers.

Our Senior Designated Person and Alternates will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the SDP and the Alternate to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieve better outcomes for the students in our school. This includes taking part in multi-agency training in addition to safeguarding training.

Our Governing body will have access to safeguarding training and our Named Governor for Safeguarding will also undertake additional training at least every two years to support the Governors' role as employers in handling allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on a termly basis to our Governing body and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.



We will include a reference to our Safeguarding Policy on our school website and will make our policy readily available on request. We are also able to arrange for our policy to be made available to parents on request whose first language is not English.

Useful Contacts:

Suffolk Safeguarding Children Board www.suffolkscb.org.uk

Customer First: 0845 023023

Police: 999

Child Exploitation and Online Protection Agency www.ceop.org.uk

www.thinkuknow.co.uk



Current Safeguarding Issues

(The following safeguarding concerns actual or suspected should be referred immediately to Children's Social Care. The concerns featured below are linked to guidance and local procedures which, where available, can be found on the Suffolk Safeguarding Children Board website at: www.suffolkscb.org.uk)

- Some members of our communities hold beliefs that may be common within particular cultures but which contravene English law. Bungay High School does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:
 - **Forced Marriage** – We do not support the idea of forcing someone to marry without their consent and will follow SCB procedures to refer any child and young person immediately to Children's Social Care.
 - **Honour Based Violence** - Honour based violence is “a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community”. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk from honour based violence, the school will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.
 - **Trafficked Children** - Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud. Where we are made aware of a child who is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.
 - **Female Genital Mutilation** - This is against the law, yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of the school, we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.



- **Ritualistic Abuse linked to Spirit Possession** -Some faiths believe that spirits and demons can possess people (including children). The use of any physical or psychological violence to get rid of a possessing spirit should never be considered. This is abusive and will result in a criminal conviction of those using this form of abuse even if the intention is to help the child.

- **Children Missing Education** - “Basic to safeguarding children is to ensure their attendance at school.” (OFSTED 2002).
Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Bungay High School, we will encourage the full attendance of all of our students at school. We will liaise regularly with the Education Welfare Service to ensure the full attendance of all our students. Where we have concerns that a child is missing education because of suspected abuse, we will report to Children Social Care and the Education Welfare Service to effectively manage the risks and to prevent abuse from taking place.

- **Sexually Active Young People under Eighteen Years Old** - It is acknowledged by those working with young people, that some young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision or protection of additional services. We will ensure our policy for managing this issue links to the available protocol.

- **Safeguarding Disabled Children** - Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children. Disabled children do however require additional action. This is because they experience greater risks as a result of negative attitudes and ‘created vulnerability’. This may lead to disabled children having unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment (Safeguarding Children, DCSF, July 2009). We will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event that they have concerns regarding the abuse of a disabled child.

- **Safer Recruitment and Selection** - It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. We will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training and that



all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards.

- **Domestic Abuse** - The Government defines domestic abuse as “any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality”. Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989. Where there is evidence of domestic violence, we will report our concerns to the appropriate agency including Children’s Social Care and the police in order to prevent the likelihood of any further abuse taking place.
- **Private Fostering** - Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:
 - i) A parent
 - ii) A person who is not a parent but has parental responsibility
 - iii) A close relative
 - iv) A Local Authority

for more than 28 days and where the care is intended to continue. It is a statutory duty for us to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

- **Child Exploitation** - Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people we will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our e-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with the internet and other mobile technology.



- **E-safety** - Our e-Safety policy will clearly state that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.
- **Gang activity** – We will endeavour to protect our children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on relevant information or allegations. We will take all reports seriously and will share this information appropriately with other agencies to safeguard our pupils from harm.
- **Children vulnerable to radicalisation and extremism** – Our school’s ‘Prevent’ strategy has been designed to ensure that we have “due regard to the need to prevent people from being drawn into terrorism” (The Counter Terrorism and Security Act 2015). The school has a broad and balanced curriculum which ensures the spiritual, moral, social and cultural development of students as well as ensuring that British values are promoted. Staff are trained to recognise radicalisation and extremism. We are aware of the need to prohibit extremist speakers at events. The SDL for Safeguarding is the single point of contact for ‘Prevent’ and all staff are aware that she (or the alternate safeguarding leads) is the person to whom concerns should be referred.

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Children Board and Local Authority to ensure that Bungay High School is a safe place to learn and work.



The contacts for advice and consultancy in relation to safeguarding are:

Lorna Jackson
Professional Advisor – Safeguarding in Education
Lorna.Jackson@suffolk.gov.uk

LADO
Rennie Everett and Dian Campbell
LADOCentral@suffolk.gcsx.gov.uk
Telephone: 0300 123 2044

For Safeguarding Training in schools please email:
Sieteam@suffolk.gov.uk