BILTT Greys Education Centre

SAFEGUARDING POLICY

Reviewed March 2018
To be revised: March 2019

JH / Policies
Principles

Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to the guidance ‘Safeguarding Children and Safer Recruitment in Education DfES 2007’.

Greys Education Centre recognises that it has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children and we will carry out this duty through our teaching and learning, pastoral care and extended school activities. All members of the school community (including volunteers and trustees) will at all times establish and maintain a safe and stimulating environment where children feel secure, are encouraged to talk to adults they can trust and are listened to.

Through training, all staff (teaching and non-teaching) will be able to recognise the signs of abuse and understand their responsibilities when a child may be at risk of harm. Training of all staff (except the designated person) will be updated every year. New members of staff will have safeguarding INSET as part of their induction training.

The school will ensure that it provides written referrals on the correct forms and recognise the importance of attendance at all meetings called when there is a concern regarding the safeguarding of a pupil.

This policy aims to provide all members of staff (paid and unpaid), children and young people, and their families with a clear and secure framework for ensuring that all children in the school are protected from harm, both while at school and when away from the school premises. Practitioners who work with children in this school will read this policy within the framework of:

- Keeping Children Safe in Education (2016).
- What to do if you’re worried a child is being abused
- Advice for practitioners (March 2015).
- Children Act 1989.
- Guidance for safer working practices for those working with children and young people in education settings October 2015.
- Disqualification under the Childcare Act 2006.
Ofsted’s definition of safeguarding as defined in ‘Working Together to Safeguard Children’ March 2015:

- Protecting children from maltreatment.
- Preventing impairment of children’s health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Safeguarding is not just about protecting children from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- Children’s and learners’ health and safety and well being.
- The use of reasonable force.
- Meeting the needs of children and learners with medical conditions.
- Meeting the needs of children with special educational needs and disabilities.
- Awareness of the needs of Looked After children in the school.
- Providing first aid.
- Intimate care and emotional well-being.
- Online safety and associated issues.
- Appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

Safeguarding action may be needed to protect children and learners from:

- Neglect,
- physical abuse,
- sexual abuse,
- emotional abuse,
- bullying including online bullying and prejudice-based bullying,
- racist, disability and homophobic or transfobic abuse,
- gender based violence /violence against women and girls,
- honour based violence,
- radicalisation and/or extremist behaviour,
- child sexual exploitation and trafficking,
- the impact of new technologies on sexual behaviour e.g. sexting,
- teenage relationship abuse,
- substance misuse,
- issues specific to a local population e.g. gang violence,
- female genital mutilation,
- forced marriage,
- fabricated or induced illness,
- poor parenting,
- other issues that pose a risk to children.
**Staff Recruitment**

In line with the guidance ‘Safer Recruitment’, the Executive Principal, Heads of School and other members of the Senior Leadership Team have completed Safer Recruitment training. All staff, including volunteers, have been carefully selected and screened and all have had an enhanced Criminal Records Check by the Disclosure and Barring Service prior to commencing work. All details of appointments and checks are held in a central record.

We carry out S128 check for management positions and these are logged on our single central record.

All staff will receive safeguarding refresher training on a yearly basis delivered by Jo Tift. Jo Tift has attended PREVENT training and has responsibility to ensure that all current staff and any new staff receive the appropriate training as outline by the Government.

The Cover Manager will liaise with all supply agencies to ensure that all supply staff have an enhanced Criminal and Records Check by the Disclosure and Barring Service prior to commencing work.

**Designated Member of Staff**

The designated member of staff will be a member of the school's leadership team.

The designated senior member of staff for safeguarding at Greys Education Centre is:

    Jo Tift

In her absence/to assist: Karen Dell (Head of School – Secondary) or the Assistant Headteachers:

    Paul Devereux, Dave Cartledge, Sandie Mulligan, Paula Clair, Rashida Din, Jon Woolford.

Alternatively, Terry Ashmore (Executive Principal).

Our designated member of staff is fully trained and receives updated training every year. All staff are responsible for filling in written concerns sheets which are collated onto chronology forms by the designated person who ensures these confidential records are kept securely. It is the responsibility of the designated member of staff, or those listed above, to have discussions with Social Care when concerns arise regarding the safety of a pupil in this school. All such pupils are closely monitored, including attendance, and where extra concerns arise these are passed on to the appropriate agencies. Advice and support are offered to other members of staff dealing with a pupil for whom there are concerns.

**Designated Member of the Trust Board**

Our school has a designated safeguarding member of the Trust Board who will act as the link person between the Trust Board and the designated officer. This person will review safeguarding procedures/practices including access to training through termly meetings with the safeguarding officer. He/she will ensure that sufficient time is given to carry out the duties including accessing training. Where safeguarding concerns arise regarding a member of staff, they will liaise with the Chair of the Trust Board.
Visits by Trustees should be properly organised in advance and that Trustees should not be left with children unsupervised

**Children with Educational Health Care Plans**

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. All staff supporting these pupils will be extra aware of the need for vigilance for signs of abuse.

**Parents**

Greys Education Centre believes in working closely with parents and in most cases where we have a concern about a pupil, the parents will be informed. If we feel, however, that a child is being placed at significant risk if we contact their parent, social care will be contacted and not the parent.

**Allegations Against a Member of Staff**

Where there is a concern that a member of staff may have behaved inappropriately the Headteacher will discuss the matter with the Allegations Manager as laid down in the Bedfordshire LSCB procedures and the Chair of the Governing Body will be informed. However, where the allegation made concerns the Executive Principal, the Chair of Governors will liaise with the Allegations Manager. The school will not attempt to investigate unless authorised to do so.

**Transporting Pupils**

As a default position there should always be at least two members of staff accompanying pupils when they are being transported in a vehicle. The exception to this may be when Outdoor Learning Instructors are lone working with pupils. In such cases each pupil will be risk assessed as appropriate. This risk assessment is the responsibility of Senior Members of Staff at Greys Education Centre in consultation with the Outdoor Learning Instructor.

**Policies**

This policy should link to other school’s policies on:

- PSHE
- Health and Safety
- Physical Intervention (Positive Handling)
- Behaviour and Attendance
- Sex and Relationships Education
- Racist Incidents
- Bullying including internet/mobile
- Confidentiality
- Children Missing Education
- Allegations against staff

Policy was written by Jo Tift
Policy agreed by the Trust Board