



# Safeguarding Policy

**Last Reviewed: 17/9/2024**

**Changes made:**

<b>Page</b>	<b>Change</b>	<b>Reason</b>	<b>Made by</b>	<b>Reviewed by</b>
Section 4	Updated link to EWC Code	Reflects current Code	AM	LT, BM
Section 14	Addition of Bethan Millington as Link Governor	Reflects practice	AM	LT, BM

**Next review: no later than 16/9/2025**

**Designated Safeguarding Lead/Board Member for LAC: Alun Millington (contact [headmaster@redhillhighschool.co.uk](mailto:headmaster@redhillhighschool.co.uk) or 01437 211003 / 07368 200207)**

**Deputy Designated Safeguarding Lead: Diana Brook (contact [d.brook@redhillhighschool.co.uk](mailto:d.brook@redhillhighschool.co.uk) or 01437 211003)**

**Board Member for Safeguarding: Laura Tomp [eplaura@aol.com](mailto:eplaura@aol.com) or 01437 211003**

#### **PEMBROKESHIRE SAFEGUARDING CONTACTS:**

- **During Office Hours: Assessment Team – Tel: 01437 776444**
- **Email: [ccat@pembrokeshire.gov.uk](mailto:ccat@pembrokeshire.gov.uk)**
- **Outside of Office Hours: Emergency Duty Team – Tel: 0300 333 2222**

#### **1. Statement of Purpose**

Redhill High School fully recognises the contribution it makes to safeguarding. There are three main elements to our policy:

- prevention through the culture, teaching and pastoral support offered to learners;
- procedures for identifying and reporting cases, or suspected cases, of abuse - because of our day-to-day contact with children our staff are well placed to observe the outward signs of abuse and neglect;
- support to learners who may have been abused / neglected.

#### **2. Scope**

Our policy applies to all staff and volunteers working in the education setting and Directors. Learning support assistants, kitchen staff, supervisors, caretakers, administrative staff as well as teachers can be the first point of disclosure for a child.

#### **3. Prevention**

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard learners.

The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to. Ensure children know that there are adults in the education setting whom they can approach if they are worried or in difficulty;
- include in the curriculum, activities and opportunities for relationships and sexuality education which equip children with the skills they need to stay safe and to know to whom to turn for help;
- include in the curriculum material that will help children develop realistic attitudes to the responsibilities of adult life;
- build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate;

- take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families. This includes appropriate annual staff training (see Training File).

#### 4. Procedures

We will follow the Wales Safeguarding Procedures that have been endorsed by SCBs. The school will:

- ensure it has a DSL for safeguarding who has undertaken the appropriate training, including Peer-on-peer abuse and harmful sexual behaviour (Wales Practice Guide on Safeguarding children from child sexual exploitation (CSE) <https://safeguarding.wales/chi/c6/c6.p10.html> / Wales Practice Guide on Safeguarding children where there are concerns about harmful sexual behaviour <https://safeguarding.wales/chi/c6/c6.p7.html>)
- ensure every member of staff and every Board member knows:
  - the name of the DSL and their role, the local authority point of contact and the designated Director for safeguarding
  - that they have an individual responsibility for reporting children at risk and protection concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board
  - how to take forward those concerns when the DSL is unavailable;
- ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect, and know how to respond to a learner who may disclose abuse or neglect, using the ROC form (see Appendix 1);
- ensure that members of staff who are EWC registrants are aware of the *Code of Professional Conduct and Practice for registrants with the Education Workforce Council* (see [Code of professional conduct and practice \(ewc.wales\)](http://ewc.wales)) and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content;
- ensure that parents/carers have an understanding of the responsibility placed on the school setting and staff for safeguarding and child protection by setting out its obligations in the school prospectus;
- provide training for all staff so that they:
  - understand their personal responsibility
  - know the agreed local procedures and their duty to respond
  - are aware of the need to be vigilant in identifying cases of abuse and neglect
  - know how to support a child who discloses abuse or neglect
  - understand the role online behaviours may have in each of the above;
- notify the local authority's social services team if:
  - a learner on the child protection register is excluded, either for a fixed term or permanently
  - there is an unexplained absence of a learner on the child protection register of more than two days' duration from school (or one day following a weekend);

- work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at initial review as well as child protection conferences and core groups and the submission of written reports to the conferences;
- keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the local authority immediately;
- ensure all records are kept secure and in locked locations;
- adhere to the procedures set out in the Welsh Government's *Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies* (see [gov.wales/disciplinary-and-dismissal-procedures-school-staff](http://gov.wales/disciplinary-and-dismissal-procedures-school-staff));
- ensure that recruitment and selection procedures are made in accordance with Welsh Government's *Keeping learners safe guidance* / the Independent Schools Standards 2024;
- designate a Director for safeguarding who will oversee the school's child protection policy and practice.

## 5. Supporting those at risk

We recognise that children/young people who are at risk, suffer abuse or experience violence may be deeply affected by this. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school setting their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the learner through:

- the content of the curriculum, including RSE, to encourage self-esteem and self-motivation;
- the school ethos which:
  - promotes a positive, supportive and secure environment
  - gives learners a sense of being valued;
- the school's Student Behaviour Policy, which supports vulnerable pupils in the school. All staff will agree on a consistent approach that focuses on the behavioural outcome of the child but does not damage the individual's sense of self-worth. The school setting will endeavour to ensure that the learner knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies who support the learner such as local authority officers – for example the educational psychology service, behaviour support services or the Education Welfare Service – Child and Adolescent Mental Health Services (CAHMS), and advocacy services;
- keeping records and notifying the local authority as soon as there is a recurrence of a concern;
- when a learner on the child protection register leaves, we will transfer information to the new provider immediately and inform social services.

## **6. Peer on Peer abuse**

Our policy on Peer-on-Peer Abuse is set out in the school's Peer on Peer Abuse Policy.

## **7. Anti-bullying**

Anti-bullying ethos, provision and strategies can be found in the school's Anti-Bullying Policy.

## **8. Radicalisation, Respect and Resilience**

In line with the school's duty under the Prevent policy, concerns regarding the radicalisation of a student should be reported via the link below:

<https://digitalservices.south-wales.police.uk/en/all-wales-prevent-partners-referral-form-english/>

The process of dealing with such a threat is outlined in Appendix 3.

## **9. Physical intervention**

Physical intervention should only occur to maintain the safety of pupils and staff, prevent serious breaches of school discipline or serious damage to property. Force should only be used when the risks involved in doing so are outweighed by the risks involved in not using force.

## **10. Screening for weapons**

The Welsh Government, as part of its measures to reduce violent crime and to maintain safety in schools, has introduced a power, contained in Section 45 of the Violent Crime Reduction Act 2006 which allows schools in Wales to be able to screen any student for a knife or other weapon, and search students suspected of carrying a weapon. In this section the School has also taken note of the WG 2013 guidance 'Safe and effective intervention – use of reasonable force and searching for weapons'

As mentioned above, the power to search should be used only as a last resort. It is not a duty. If school staff decide it is not safe for them to search, but they still suspect a weapon is present, they should not search and should call the police – especially if they believe that students or staff are at serious risk.

Two members of staff must be present at a without-consent search of a student or his possessions (even where the search is conducted by the Headmaster, who is then one of the two). The searcher and the required "second person present" must be of the same sex as the students searched.

School staff can search a student outside the school premises where the student is under their lawful control or charge, e.g. during an offsite educational visit. On school visits, staff should normally rely on calling the police rather than seek to have a member of staff authorised to search on every visit where suspicion might arise. When schools search, they should take reasonable steps to preserve the dignity and privacy of any searched student.

## **11. Children with additional learning needs**

We recognise that children with additional learning needs are often at most risk of abuse. Staff who work with children with an additional learning need, such as a profound and multiple disability, sensory impairment or emotional and behavioural problem, need to be particularly sensitive to signs of abuse.

## **12. Record-keeping**

Detailed and accurate written records of safeguarding concerns are kept in a secure place. These are kept confidential and separate from other learner records. It is school policy to send a copy to a child's new school or college when they move. All records will be kept until the child's 25<sup>th</sup> birthday unless there are exceptions, for example, if:

- the records provide information about a child's personal history, which they might want to
- access at a later date
- the records have been maintained for the purposes of research
- the information in the records is relevant to legal action that has been started but not finished
- the records have been archived for historical purposes (for example if the records are relevant to legal proceedings involving the organisation).

Where there are legal proceedings, we will seek legal advice about how long to retain the records.

Some records are subject to statutory requirements and have a specific retention period. This includes records relating to:

- children who have been 'looked after' by the local authority
- adopted children
- registered foster carers
- residential children's homes.

## **13. Whistleblowing**

Any member of staff with concerns regarding any aspect of Safeguarding can be raised as detailed in the School's Whistleblowing Policy.

## **14. Reviewing the policy**

The Headmaster will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children. The Headmaster will liaise with the Board Members for Safeguarding, Laura Tomp and Bethan Millington, prior to final annual review.

## Appendix 1 - Record of Concern form

Setting:	Date
Staff member's name:	
Child's name:	
<p>Concern</p> <p><u>What prompted this record?</u> (Please include dates, times, incidents, behaviours, what the child said)</p> <p><u>Remember to record any questions that you asked</u> (do not ask leading questions)</p>	

Background

Additional relevant information that relates to the child or family

Does the concern fall into one of the following categories?

Neglect

Sexual Abuse

Physical Abuse



Emotional Abuse <input type="checkbox"/>	Child Sexual Exploitation <input type="checkbox"/>	Honour based violence <input type="checkbox"/>
FGM <input type="checkbox"/>	Forced marriage <input type="checkbox"/>	Online/sexting <input type="checkbox"/>
Peer on peer <input type="checkbox"/>	Radicalisation <input type="checkbox"/>	Domestic abuse <input type="checkbox"/>

PRINT _____	PRINT _____
(Member of staff)	(Designated member of staff for children protection)
SIGNED _____	SIGNED _____
(Member of staff)	(Designated member of staff for children protection)

Has this information been discussed/ passed to any other agencies? (Please give details) If not, please record reasons why

## **Appendix 2 - Guidelines for Staff Dealing with an Allegation made by a Student**

Following the allegation, you will need to:

1. Listen carefully to the allegations the student is making, asking the student to clarify anything you do not understand;
2. Reassure the student that they haven't done anything wrong and it is not their fault;
3. Record these facts accurately on the ROC. If a ROC is not immediately to hand, record the details of the allegation on a piece of paper ensuring that the following as a minimum is recorded: a. your name b. student's full name c. student's address d. student's DOB e. name and telephone number of the person with parental/legal responsibility for the student;
4. Read back the recorded facts for the student to confirm as accurate;
5. Keep the student fully informed about what you are doing and what is happening throughout the process;
6. Transfer all the information on to a ROC as soon as you are able to do (the Safeguarding Person will be able to provide this for you);
7. Designated Safeguarding Person to be informed immediately and given a copy of the ROC form to deal with the allegation. Do not send ROC in the post.

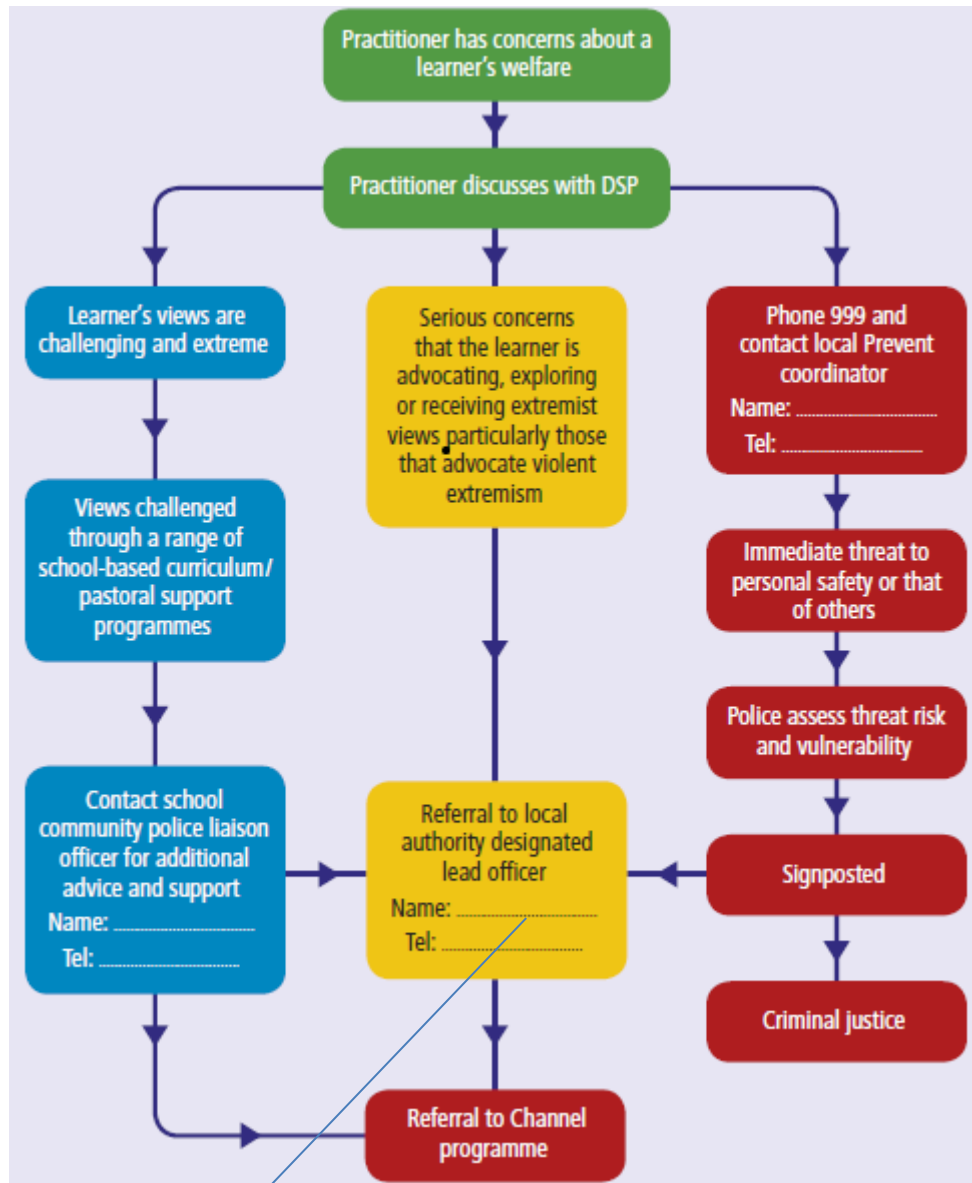
DO NOT:

- Promise confidentiality. Be honest about your position, who you have to tell and why
- Ask leading questions (e.g. did your mother do this to you?)
- Press the student for any more information than they are willing to give
- Make promises (e.g. this will never happen again)

Explain to the student at the earliest possible moment that you may have to report the matter.

Continue to provide support to the student whilst awaiting further instruction from the Designated Safeguarding Person.

**Appendix 3 – process for dealing with student at risk of radicalisation**



**NB – The Safer Pembrokeshire Team is at 01437 775540 or use existing referral details (see cover)**

