



PARKSIDE HOUSE SCHOOL

Safeguarding incorporating Child Protection



Parkside House School is committed to safeguarding and promoting the welfare of children in its care and expects all staff and volunteers to share this commitment. In order to safeguard and promote the welfare of its pupils and ensure that risk of harm is minimised, the School employs a Safe Recruitment and Selection Policy which complies with the DFE guidance Keeping Children Safe in Education March 2015. All staff must read part 1 of this guidance.

Safeguarding information;

Safeguarding and promoting the welfare of children is protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes.

The role of the school

The school staff are particularly important as they are in a position to identify concerns early and provide help for children. Schools form part of the wider safeguarding system for children. At PHS and in line with the statutory guidance Working together to Safeguard Children 2015 we have a designated safeguarding lead, Miss M Maxwell who will provide support staff to carry out their safeguarding duties and who will liaise closely with other services.

All school staff have a responsibility to provide a safe environment in which children can learn and have a responsibility to identify children who may be in need of extra help or who are suffering or likely to suffer significant harm, all staff have a responsibility to take action and report this to the Designated Professional Lead. All staff members will receive appropriate safeguarding training. All staff need to be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help.

Knowing what to look for is vital in the early identification of abuse and neglect, if staff members are unsure they should speak to the Designated Professional Lead

Purpose

The purpose of the PHS safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to: ---

- Protect our children and young people from maltreatment
- Prevent impairment of our children's and young people's health or development
- Ensure that our children and young people grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable our children and young people to have optimum life chances and enter adulthood successfully.

This policy will give clear direction to staff, governors, volunteers, visitors and parents about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all children and young people at our school.

Our Ethos

Our school will establish and maintain an ethos where our pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff or regular visitor to our school if they are worried or concerned about something.

Throughout our curriculum we will provide activities and opportunities that will equip our children with the skills they need to stay safe. We will run Safer Internet days, we will equip pupils with the skills to address; Cyber Bullying, we will run Social Media Awareness sessions for pupils and parents in conjunction with other professionals including the community police.

We will encourage our children to develop essential life skills. At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies.

Procedures

When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. During induction they will be requested to read part 1 of the Keeping Children Safe in Education statutory guidance for schools and colleges March 2015. They will be given a copy of our Safeguarding and Child Protection Policy and will be informed of who our Designated Professional Lead for Safeguarding is, who will show them the recording format and give information on how to complete it.

The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Professional Lead.

Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record any issues of confidentiality.

Every Staff member will receive Child Protection training every 3 years and all new staff members will be immediately booked on Child Protection training. The Designated Professional Lead will receive training every 2 years.

All regular visitors and volunteers to our school will be told where our policy is kept, they will be given a set of safeguarding procedures, and they will be told who the Designated Professional Lead is and what the recording and reporting system is.

When new pupils join our school, all parents and carers will be informed that we have a safeguarding policy. This will be offered to parents should they request a copy. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available.

All of our staff to keep up to date with the most recent safeguarding advice and guidance. All staff must read part 1 of Keeping Children Safe in Education Statutory Guidance for Schools and Colleges.

The Head teacher and the Designated Professional Lead could be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school.

Child Protection Meetings

From time to time staff members may be asked to attend a child protection meeting on behalf of the school in respect of an individual child. Usually the person attending from school will be the Head teacher or the Designated Professional Lead

In any case the person attending will need to have as much relevant up to date information about the child as possible.

A child protection meeting will be convened if a referral has been made and, following an investigation, the findings have considered the child to be at risk of harm, or, if the child is already subject to a child protection plan, a review conference is held to monitor the safety of the child and the required reduction in risk.

Staff may be required to attend child protection meetings to represent the school. For the most up to date information regarding child protection meetings, staff will have access to Working Together to Safeguard Children and keeping Children Safe in Education (2015) national statutory Guidance for schools and colleges, as well as the Local Safeguarding Children's Board and the NSPCC website.

All reports for child protection conferences will be prepared in advance. The information contained in the report will be shared with parents either at the conference or before and will include information relating to the child's physical, emotional and intellectual development and how the child presents at school. A Risk Assessment relating to the continuing risk of harm to the child will also be included.

Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so. All staff should be alert at all times to signs of abuse. The following sections identify the main types of abuse.

Types and Signs of Abuse

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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.

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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Specific safeguarding issues

Expert and professional organisations are best placed to provide PHS with up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES website](#) and [NSPCC website](#). Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- [child sexual exploitation \(CSE\)](#)
- [bullying including cyberbullying](#)
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#)
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [mental health](#)
- [private fostering](#)

- [preventing radicalisation](#)
- [sexting](#)
- [teenage relationship abuse](#)
- [trafficking](#)

Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Further information on Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February

2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015.

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

Although parents worry a great deal about paedophiles and 'stranger danger,' it is important to remember that most sexual abuse happens in the family home and is carried out by someone known to the child.

The following are typical signs that could point towards abuse. Be aware that there can be many other, non-abuse related, reasons for these behaviours.

Common Signs of Abuse

Sexual Abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide

attempts, running away, overdoses, anorexia

- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a relative or family friend
- Becoming worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism

Physical Abuse

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him or her study')
- Fear of suspected abuser being contacted

Emotional Abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc')

- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

If you suspect abuse, discuss this firstly with your line manager. Do not under any circumstances discuss this with the learner or your colleagues before you have informed your line manager of your concerns. This is for **your** protection as much as for the protection of the learner.

The management of Safeguarding

Responsibilities of staff and volunteers

The governing body and the proprietor at PHS will ensure that the school contributes to inter – agency working in line with statutory guidance, working together to Safeguard Children 2015. PHS will provide a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to Child Protection Plans.

The Governing body and proprietor of PHS will ensure our safeguarding arrangements take into account the procedures and practice of the Local Authority as part of the inter-agency procedures, Safeguarding procedures set up by the local safeguarding children board. (LSCB)

The head teacher will ensure that the policies and procedures concerning referrals of cases of suspected abuse and neglect are followed by staff.

PHS has a designated Safeguarding lead, Miss M Maxwell, who liaises with the local authority and other agencies in line with Working Together to Safeguard Children 2015. The designated Safeguarding Lead will undergo training every 2 years. The head teacher and all staff will undergo child protection training.

When any person has knowledge or suspicion that a child or young person is either being abused, or is at risk of abuse, or that a carer has seriously neglected or failed to protect a child, he/she has a personal duty to report this to the Designated Professional Lead. If this is not possible, it should be reported to the Head Teacher.

Concerns may be as a result of information other than direct observation or evidence of abuse to a child/young person, such as evidence of domestic violence or substance abuse within the family.

Dealing with allegations against staff

PHS will manage cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position or in any capacity. This procedure will be used in respect of all cases in which it is alleged that a teacher or member of staff or volunteer in school.

- Behave in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Allegations against a teacher who is no longer teaching at the school will be referred to the police.

PHS has a duty of care to our staff, we will ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. PHS will deal with any allegations against staff as quickly as possible in a fair and consistent way that provides effective protection for the child whilst still supporting the person.

The individual should be advised to contact their Trade Union Representative if appropriate. The head teacher or proprietor will appoint a named representative to keep the person informed of the progress of the case. Social contact will not be prevented unless evidence suggests it is likely to be prejudicial to the gathering or presenting of evidence.

If there is clear actual or circumstantial evidence to support the allegation, for example, the incident was witnessed, or if there are strong indications that the incident took place, then the matter must be discussed with the Designated Professional Lead and a Child Protection referral MUST be made to Children's Social Care services, and or police.

The following definitions should be used when determining the outcome of allegation investigations.

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: There is insufficient evidence to either prove or disprove the allegation. The term therefore does not imply guilt or innocence

In the first instance, the head teacher, or where the Head teacher is the subject of an allegation, the proprietor will immediately discuss the allegation with the designated lead. The purpose of an initial discussion is for the designated lead and the head teacher or proprietor to consider the nature, content and context of the

allegation and agree a course of action. The designated lead may ask head teacher or proprietor to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when head teacher or proprietor will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, head teacher or proprietor should discuss the allegations with the designated lead in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both head teacher or proprietor and the designated lead, and agreement reached on what information should be put in writing to the individual concerned and by whom. The head teacher or proprietor should then consider with the designated lead what action should follow both in respect of the individual and those who made the initial allegation.

The head teacher or proprietor will inform the accused person about the allegation as soon as possible after consulting the designated lead. It is extremely important that the head teacher provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the head teacher or proprietor will not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused.

PHS will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered.

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory Guidance [Working Together to Safeguard Children 2015](#). If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Where it is clear that an investigation by the police or children's social care Services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated lead should discuss the next steps with the head teacher. In those circumstances, the options open to the school depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future.

Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the designated lead should discuss with the head teacher or proprietor how and by whom the investigation will be undertaken.

In straightforward cases, the investigation should normally be undertaken by a senior member of the school staff.

However, in other circumstances, such as lack of appropriate resource within the school or the nature or complexity of the allegation will require an independent investigator. Many local authorities already provide for an independent investigation of allegations, often as part of the personnel services that maintained schools and colleges can buy in from the authority. It is important that local authorities ensure PHS have access to an affordable facility for independent investigation where that is appropriate.

Parents/Carers of a child involved will be told about the allegation as soon as possible, if social care services are involved the parents/carers will not be told until those agencies have been consulted. Parents and Carers will be kept notified of progress.

Parents and Carers will be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing. Parents will be informed to seek legal advice if they wish to apply to the court to have reporting restrictions removed.

In cases where a child may have suffered significant harm or there may be a criminal prosecution, children's care services or the police should consider what support the child may need.

Confidentiality

PHS will make every effort to ensure confidentiality when an allegation is made. The Education Act 2002 places restrictions on publication of any material which may lead to the identification of a teacher who has been accused by a pupil from the same school. The restrictions cease to apply if the individual to whom the restrictions apply waives their right to anonymity by going public themselves.

The reporting restrictions make clear that publication of material that may lead to the identification of a teacher include any speech, writing, or communication in any form including social networking.

PHS will take advice from the designated lead, police, and children's social care services to agree

- Who needs to know, and importantly what information can be shared
- How to manage speculation, gossip
- What if any information can be released to the wider community
- How to manage press interest

Managing the Situation and exit arrangements

If the accused person resigns from PHS. This will not prevent an allegation being followed up.

A referral to the DBS will be made, a compromise agreement is not appropriate.

At PHS every effort will be made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, even if the concerned refuses to cooperate.

At PHS wherever possible the accused should be given a full opportunity to answer the allegation.

Record Keeping

Details of allegations that are found to have been malicious will be removed from personnel records, however for all other allegations, a full record will be kept on the confidential personal file. The purpose of the record is to enable accurate information to be given in response to any future requests for a reference. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction, and prevent further reinvestigation.

Cases in which an allegation is proved false will not be included in employer references.

Timescales

PHS will endeavour to resolve cases as quickly as possible consistent with a fair and thorough investigation, they will be investigated without delay, each individual investigation will take its own time, however it is expected that 80% of cases will be resolved within 1 month, 90% within 3 months and all cases within 1 year.

Monitoring

The designated lead has overall responsibility for the oversight of the procedures and dealing with allegations as well as resolving inter-agency issues and the liaison with LSCB.

The designated lead will provide advice and guidance and liaising with the Police and other agencies, monitoring the progress of cases to ensure they are thorough and fair.

Suspension

PHS will evaluate the risk of harm to children posed by an accused person, when making a decision about suspension. Suspension will not be an automatic response it will be considered in cases where there is cause to suspect that the risk of harm may be grounds for dismissal.

If the PHS is made aware that the secretary of state has made an interim prohibition order in respect of that individual they will be immediately suspended.

PHS in other circumstances will look at alternatives to suspension including,

- Providing an assistant to be present when the individual is in contact with children
- Redeployment to other work without access to children#
- Moving the child to alternative classes so they do not come into contact with the individual

These measures will allow time for a decision to be made about suspension

If immediate suspension is considered necessary, the justification for that course of action will be recorded. Written confirmation will be dispatched within 1 working day. Support will be offered to that person from PHS. The power to suspend is vested in the proprietor. If the investigation concludes that enquires by the children's care services or investigation by the police are required then the designated lead will do this. Police involvement does not make it mandatory to suspend, the decision will be taken on a case by case basis.

Information Sharing

The agencies involved in the case will share relevant information about the person subject to the allegation, if the police are involved PHS will ask Police to obtain

consent from the individuals involved to share their statements.

Criminal Investigation

The police should inform PHS immediately when a criminal investigation is complete, it has decided to close a case without charge. PHS will then decide whether further action is required considering the result of the police action.

Conclusion

If an allegation is substantiated and the staff member is dismissed from PHS or the person resigns. The designated lead will discuss the case with the head teacher and the proprietor as to whether a referral to the DBS for consideration of inclusion on the barred list is required, alongside a referral to the National College for Teaching and Leadership to consider prohibiting the individual from teaching.

PHS will always make a referral to the DBS where they think that an individual has engaged in conduct that harmed or is likely to harm a child or if a person otherwise poses a risk of harm to a child.

Where it is decided on conclusion that a person who has been suspended can return to work the designated lead will best consider how to facilitate this, with appropriate help and support.

If an allegation is determined to be unsubstantiated or malicious the designated lead will refer the matter to children's care services to determine whether the child concerned is in need of services or may have been abused by someone else. The head teacher will consider the action to take following a deliberate malicious allegation

- If the allegations appear to be unlikely, for example the circumstantial evidence does not appear to support the allegation, then the same action should be taken, but it is the decision of the Designated Professional Lead whether to deal with it internally.
- If the allegations are demonstrably false, for example the alleged perpetrator was known not to be anywhere in the vicinity of the child / young person, then the same action is taken as above, and the matter would be investigated internally.
- In all of these situations, it is essential that appropriate records are made and kept regarding the concerns, evidence collected and action taken, so that these are available for external monitoring, and further intervention in future, if appropriate.

- Consideration should always be given to the possibility that the child / young person may be displacing abuse that is happening elsewhere in their lives.

General Advice and Guidance

General Dos and Don'ts

All this may sound a little legalistic and unfriendly. During any activity, you will not get to know much about your charges and you certainly don't and won't know every detail of their backgrounds. Don't, therefore, assume an instant "I'm your friend" approach. Remember that you are not one of them, but a supervisory figure who knows very little of the previous years of the participant's life.

Keeping this in mind may help you understand the reasons for the following list of do's and don'ts:

- Do not touch the learners'. Resist a comforting hug or pat on the back. There is a fine line in a learners' perception of where comfort stops and harassment/assault starts.
- Do not make jokes about students' personalities, gender, ethnic status, appearance, family, religion, etc.
- Be on the lookout for anyone looking worried or upset. Let your line manager know about such learners.
- Do not spend any time alone with a learner in a room, unless unavoidable. If the situation cannot be avoided, always inform another member of staff either before or immediately afterward.
- Remember: we are not going to be able to solve every issue and all problems for learners'. We don't have to be experts on everything; but we do need to know where to refer learners for more expert help.
- If a serious problem arises, do not feel you must handle it on your own. There should always be at least one person in a position of management in any premises.
- Please do not threaten learners with serious sanctions unless these sanctions are clearly documented and have been discussed in advance with the learner
- In conversation with students, do not be overly familiar, and do not be sarcastic, whatever the provocation. Respect all confidences. Do not talk about one learner to another under any circumstances.
- NEVER promise complete confidentiality. We may not always be able to keep to this as in any real emergency or serious situation we will be legally forced to contact parents/carers with information that we feel they need to know.

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for our children. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with our children. We will always ensure that the North Tyneside Safeguarding Children's Board protocol is adhered to.

We will seek and work with the advice that is provided. Should an allegation be made against the Head teacher, this will be reported to the Chair of our Governing Body who will liaise with the LADO and school if required.

All staff will have access to and be expected to know our school's policy for Managing Behaviour and the use of Restraint.

There will be occasions when some form of physical contact is inevitable, for example, if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of personnel able to practise *Team Teach/ Positive Handling* will be kept by the Head teacher.

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

There are sensible steps that every adult should take in their daily professional conduct with children. These can be found in Safeguarding Children and Safer Recruitment in Education.

8. RECORDS AND MONITORING

If we are concerned about the welfare or safety of any child all adults in school will record their concern on the agreed report form and give this to the Designated Professional Lead.

Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the Designated Professional Lead and information will only be shared within school on a need to know basis for the protection of the child.

Any safeguarding information will be kept in the file and will be added to. Copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will have a chronology and contents front cover and will record significant events in the child's life.

Reports of a concern to the Designated Professional Lead must be made in writing and signed and dated by the person with the concern.

If a child leaves our school we will ensure that our Designated Professional Lead makes contact with The Designated Professional Lead at the following school and the file will be forwarded.

9. RESPONSIBILITIES

At Parkside House School the Head teacher is responsible for identifying a senior member of staff to be the Designated Professional Lead Through appropriate training, knowledge and experience our Designated Professional Lead will liaise with Children's Services and other agencies where necessary, and make referrals to Children's Services. At PHS this is Miss M Maxwell.

Any concern for a child's safety or welfare will be recorded in writing and given to the Designated Professional Lead. The Designated Professional Lead at Parkside House School will represent our school at child protection conferences and core group meetings and will be responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow.

The Designated Professional Lead will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed school's safeguarding training pack. Where appropriate the Designated Professional Lead will also ensure multi agency training is applied for and attended by staff that are required to attend.

The Governing Body of Parkside House School will ensure that our safeguarding policy is in place and is reviewed annually. This policy will be referred to in our school prospectus.

The Governing Body will receive a safeguarding report that will record training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify any individual pupil.

At all times the Head teacher and Governing Body will ensure that safe recruitment practices are followed. We will ensure that our Head teacher and at least one governor have completed appropriate safer recruitment training.

At PHS we require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake the schools safeguarding in recruitment checks which are in line with the ISA Vetting & Barring arrangements. These checks include an enhanced Disclosure and Barring Check and we will use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children. We will use the recruitment and selection process to deter and reject unsuitable candidates and will adhere to the requirements of *Keeping Children Safe in Education 2015*

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this procedure and at all times work in a way that will safeguard and promote the welfare of all of our children.

The Governing Body of our school is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our children we also have a named governor, Mr Joe Thompson.

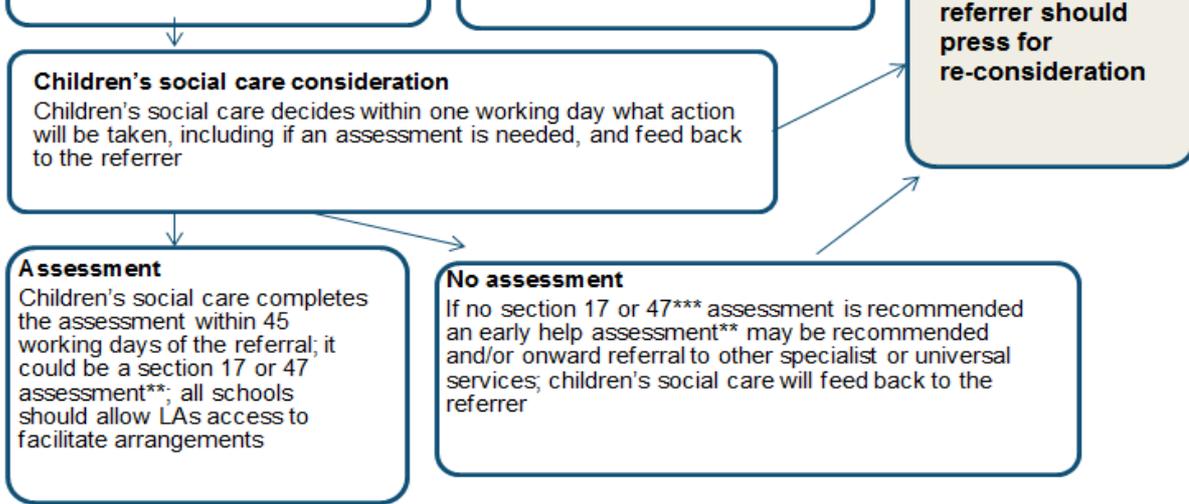
Our Governing Body ensures our recruitment practices are safe and compliant with statutory requirements.

Our Governing Body undertakes to remedy without delay any weaknesses in regard to our safeguarding arrangements that are brought to their attention.

10. OTHER RELEVANT POLICIES

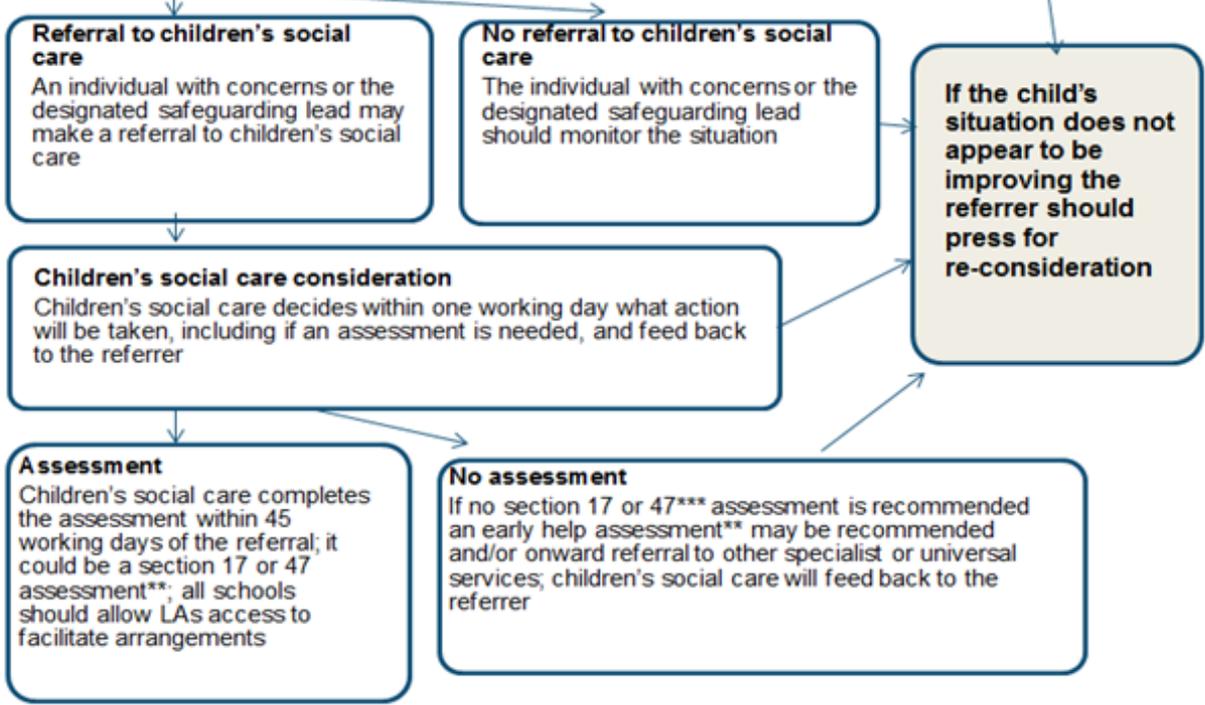
To underpin the values and ethos of our school and our intent to ensure our children and young people are appropriately safeguarded the following policies are also included under our safeguarding umbrella:--

- Anti---bullying
- Attendance
- Behaviour Management and the Use of Restraint
- Cyber Bullying Policy
- Confidentiality Policy
- Equality
- Health and Safety Policy
- E-Safety Policy
- Health & Safety of Pupils on Educational visits
- Safer Recruitment



Sharing/recording concerns
Individual with concerns about a child (see paragraphs 24-29 and the NSPCC signs of abuse and neglect) shares these with the designated safeguarding lead who records them.* The individual with concerns may refer to children's social care directly in exceptional circumstances such as in emergency or a genuine concern that appropriate action has not been taken

Consideration
If referred to them, the designated safeguarding lead considers if an early help assessment** is needed or if s/he should swiftly move to the next step



We will review this policy annually and will make amendments as required by national or local changes to procedure.

This Policy was agreed by:

Documents used to support this policy

- Working Together to Safeguard Children 2015
- Keeping Children Safe in Education statutory guidance for schools and colleges 2015
- What to do if you're worried a child is being abused
- North Tyneside Framework for Assessment and Referral

Appendix 1

Authority	LADO	Contact
Northumberland	Chris O'Reilly	01670 623979
North Tyneside	Angela Glenn	0191 6437315
Durham	Eden Brown	01207 588247
Gateshead	Safeguarding Team	0191 4338031
Newcastle	Ian Clennell	0191 2115391
Sunderland	LADO can be contacted Via MASH	0191 5205560