

Child Protection Policy

Introduction

- Maple Hayes Hall School its legal duty under s157 Education Act 2002 and the 1989 and 2004 Children Acts and takes seriously its responsibilities to protect and safeguard the interests of all pupils/students. This organisation recognises that effective child protection work requires sound procedures, good inter-agency cooperation and a workforce that is competent and confident in responding to child protection situations.
- These procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people. Statutory guidance defines a child as anyone who has not yet reached their 18th Birthday.
- This Policy has regard to the statutory guidance ‘Working Together to Safeguard Children’ 2015 and ‘Keeping Children Safe in Education’ 2016 (KCSIE). This emphasises that safeguarding is everyone’s responsibility and ALL staff who come into contact with pupils have a role to play in safeguarding children.
- The Policy is in keeping with Staffordshire Safeguarding Children Board’s (SSCB) policies and procedures and their training strategy and reflects what the SSCB considers to be safe and professional practice. As children come from a range of 16 placing Local Authorities it is essential that the school is in contact with the LADO and Children’s Safeguarding Board teams that are funding their education and special educational needs.
- Child Protection has to be considered within professionals’ wider “safeguarding” responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to ‘be healthy’ and ‘stay safe’.
- This document also seeks to make the professional responsibilities clear to all staff (teaching and non-teaching, including temporary and supply), proprietors and volunteers to ensure that statutory and other duties are met.
- All staff and volunteers need to have read and be familiar with this Child Protection Policy, and our internal procedures around referral, including contact details of the Designated Safeguarding Leads (referred to as DSL(s) in subsequent paragraphs).
- This Child Protection Policy will be reviewed annually by the Proprietors.

Safeguarding and Child Protection Definitions

Safeguarding is defined as ‘working together to safeguard children’. This includes 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 and taking action to enable all children to have the best outcomes.

Safeguarding is not just about child protection, it also relates to broader aspects of care, welfare, safer recruitment, health and safety and education, including:

- children’s and learners’ health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs and/or disabilities
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits



Maple Hayes Hall
Specialist School for Dyslexics

- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.

Safeguarding action may be needed for Child Protection from:

- neglect, physical abuse, sexual abuse and emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to younger children
- other issues that pose a risk to children, young people and vulnerable adults.

Safeguarding in Maple Hayes School is covered by the Child Protection Policy which sets out how children are protected from any deliberate harm, neglect or failure to act. It covers all the aspects listed above.

Safeguarding also includes a range of other policies that ensure the safety and welfare of students. These include: Risk Assessment, Attendance, Safer Recruitment, Health and Safety, Behaviour, Anti-bullying, Complaints, Curriculum, Online Safety, First Aid, Medical and Medicines, Media, Special Needs and Visits.

Underpinning values

Where there is a safeguarding issue, Maple Hayes Hall School will work in accordance with the principles outlined in the Staffordshire Safeguarding Children Board Inter-agency Child Protection procedures:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances
- Parents will be advised about Maple Hayes Hall School's Child Protection Policy in the school prospectus and on admission to the school in the prospectus and 'Parent Pack'. A copy of the Child Protection Policy is available on the school website and in the school reception.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare. However, it may not be appropriate to advise parents/carers immediately about a referral depending on circumstances and the advice given by Children's Social Care. The welfare of the child is paramount in such situations
- Each child has a right to be consulted about actions taken by others on his/her behalf in an age appropriate way. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carer's request for confidentiality. If a child may be at risk of significant harm, there is a duty on the school to share information with Children's Social Care. This will be explained to the child or family member and appropriate reassurance given.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned (and/or those with parental responsibility) **unless** the disclosure of confidential personal information is necessary in order to protect a child or promote their welfare. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation
- Providing early support is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children and enshrined in legislation and statutory guidance
- (Children's Act 2004, Working Together to Safeguard Children 2015, Keeping Children Safe in Education 2016)

The Maple Hayes School Context

Maple Hayes School is an independent school for pupils with specific learning difficulties which mostly relate to dyslexia and difficulties with reading, writing and spelling. Some of the children have additional difficulties with dysgraphia (difficulties with handwriting) and Dyscalculia (difficulties with numbers). Other pupils have further more complex needs such as additional language difficulties, dyspraxia and aspects of autism. Nearly all pupils have an Education and Health Care Plan or are in the process of being assessed for an EHCP from a range of 16 placing Local Authorities.

Nearly all the 108 pupils are White British and three quarters are boys. They are aged 7-17 years old and come from mixed socio-economic backgrounds

All of the pupils are at least of average ability but have failed to make sufficient progress in mainstream school due to their specific difficulties. Maple Hayes School aims to give pupils a fresh start to their literacy learning and the opportunity and expectation of academic success.

Pupils often arrive at Maple Hayes School feeling very vulnerable after a range of bad experiences at mainstream schools where they say they were often bullied because of their learning difficulties and felt isolated and their self-esteem and confidence is often very low. Maple Hayes School is determined to provide a happy and safe place for pupils to be educated to improve their personal development.

This policy sets out how the proprietors and staff discharge their statutory responsibilities relating to Child Protection and promoting the broader safety and welfare of children who are pupils at this school.

The purpose of Maple Hayes School's Child Protection Policy is:

- Building resilience - raising awareness of child protection issues and equipping children with the language and skills needed to keep themselves safe. Establishing a safe environment in which children can learn and develop within an ethos of openness;
- Supporting vulnerable pupils - supporting pupils who have been abused, have witnessed violence towards others or may be vulnerable to abuse
- Preventing unsuitable people from working with children - ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with children.

We will follow the procedures set out by the Staffordshire Local Safeguarding Children's Board and take account of guidance issued by the DfE to ensure:

- Safeguarding and promoting the welfare of children is everyone's responsibility.
- Protect children and young people at our school from maltreatment
- Prevent impairment of our children and young people's health or development
- Ensure that children and young people at our school grow up in circumstances consistent with the provisions of safe and effective care.
- Offering children a balanced curriculum including PHSE, RSE (Relationships and Sex Education) and many other learning opportunities to help pupils protect their own safety and understanding risks.
- No single professional can have the full picture of a child's needs and circumstances. Everyone who comes into contact with children and their family has a role to play in identifying concerns, sharing information and taking prompt action for the best outcomes.



Maple Hayes Hall
Specialist School for Dyslexics

- We have a clear understanding of our staff knowledge and understanding to embed safeguarding through systematic procedures so that safeguarding is a robust element of our school provision.
- There are clear monitoring and reviewing processes that the Governance arrangements of the school support and develop accordingly to meet all legal requirements
- The voice of the child is evident in surveys, case files, annual reviews and informs school's policy developments
- This policy has been developed to give clear direction to staff, volunteers, visitors/contractors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare and protect of all our children. We have a commitment to child protection in a multi-agency integrated environment.
- The new 2016 KCSIE calls for regular staff training so that staff are constantly alert to all child protection issues and know what actions to take to prevent this

The Ethos and Safeguarding Culture of the School

Pupils' welfare is of paramount importance; we are a child-centred school.

We maintain a professional attitude of 'it could happen here' and to 'think the unthinkable' where child protection is concerned. When concerns about the welfare of a child arise, staff members will always act in the best interests of the child. This policy has been developed in-conjunction with our school culture of prevention, protection and support.

MHS will continue to maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and feel safe. Children at our school are encouraged to talk freely with any staff member at our school if they are worried or concerned about something. We follow the DfE March 2015 guidance: [What-to-do-if-you-are-worried-a-child-is-being-abused](#)

Our key aims are to raise awareness of child protection issues and equipping children with the language and skills needed to keep them safe. And also establishing a safe environment in which children can learn and develop within an ethos of openness.

Roles and Responsibilities

The Proprietors

The Proprietors are accountable for ensuring the effectiveness of this Child Protection Policy and school compliance.

The Proprietors have appointed Dr Daryl Brown, the headteacher, as the Designated Safeguarding Lead, and they will monitor this post to ensure post holder has the time and resources required to fulfil the duty.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead job responsibilities have been added to job descriptions. The Proprietors ensure that the designated safeguarding lead training is compliant with SSCB training strategy. [Training-Quality-Strategies](#)

The Proprietors ensure that the DSL understands they have the responsibility in leading safeguarding and child protection across the school. This individual has the appropriate status, authority, funding, resources, training and support to provide advice and guidance to all staff members within the school on



Maple Hayes Hall

Specialist School for Dyslexics

child welfare and child protection. The DSL/deputy designated safeguarding lead officer receives appropriate and regular supervision from the proprietors and local external services.

The Proprietors ensure that the school is compliant with their S175/157 yearly safeguarding return to Staffordshire Safeguarding Children Board. Any areas of concern in safeguarding are identified and action plan/risk assessments are developed and issues addressed asap.

The Proprietors have overview of training schedule and future training requirements and this includes regular updates every term in line with legal requirements in KCSIE 2016. All staff, volunteers and contractors have received an induction or instructions which includes basic safeguarding training compliant with [Staffordshire Safeguarding Board](#). All staff, volunteers and Proprietors have read and understood the code of conduct annually and KCSIE 2016 Part One including hyperlinks. School has developed a system in-line with guidance below to ensure that regulated and non-regulated activities and staff supervision is understood across the school. The identification of volunteers, students, visitors can be clearly identified by our visitor system. [Regulated Activity in relation to Children](#).

Proprietors ensure there is a current whistle blowing procedure and that staff have received a copy and have the opportunity to raise concerns. ([Staffordshire Professionals Procedures whistle blowing Arrangements for Safeguarding Children](#))

There is a culture evident in school to raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with school expectations internally.

The Proprietors ensure all staff are aware of the NSPCC [whistleblowing-helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Proprietors have ensured teaching staff are aware of their responsibility in reporting the disclosure of Female Genital Mutilation(FGM) that appears to have been carried out directly to Police. [Government publications mandatory-reporting-of-female-genital-mutilation-procedural-information](#) Teaching staff are required to update designated safeguarding lead of notification to Police. Further guidance to be found on [multi-agency-statutory-guidance-on-female-genital-mutilation](#)

Designated Safeguarding Lead, Deputy Designated Safeguarding Lead

The Designated Safeguarding Leads will carry out their roles in accordance with [KCSIE 2016](#). They are both equally qualified in their DSL roles to provide adequate coverage should any CP concern arise.

Management of referrals: The DSL continually develops an understanding of the community the school serves, the risks and resilience. The DSL will have an understanding of staffing, volunteers and Governance arrangements and training needs for safeguarding across the school updating the Proprietors every term.

Refer cases of suspected abuse to Local Authority duty desk, First Response as required.

DSL will represent school at child protection conferences and core group meetings. The DSL will be the expert within the school to support staff in liaising with other agencies, making assessments and referrals. Any staff member may be required to be part of strategy discussions with other inter-agency meetings and contribute to the assessment of child/ren.



Maple Hayes Hall

Specialist School for Dyslexics

DSL will refer cases to the [Channel programme](#) where there is a radicalisation concern as required; staff can also make referrals or ask for advice to the Channel programme;

DSL will refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

DSL will refer cases where a crime may have been committed to the Police as required.

DSL will maintain robust systems to monitor and record training of all staff, volunteers, review annually, refresher time scales of training are evident. Training is delivered in-line with Staffs [Training-Quality-Strategies](#) up to 2019. This will include bulletins, briefings and inset day training as well as external events attended. Regular updates are shared with staff and there is a system to record these communications.

DSL will ensure all staff and regular visitors have training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. Staff/volunteers will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose to a staff member/volunteers.

DSL monitors the paper/electronic case management systems set up to record cause for concerns on students to ensure the quality of information is accurate, proportionate, and timely also assessment/referrals are made appropriately. The recording and storing of information is kept in-line with [the-data-protection-act](#). Safeguarding and child protection records are kept separate from academic records; there is a clear recorded process of transfer of records to new schools. Chronologies, case management systems at the front of all children/young people's files; this gives clarity on summary/recognition of cumulative low level concerns which need to be monitored.

DSL has a clear system for Child Protection (section 47), Child in Need (section 17), Early Help Assessment (EHA/CAF) files being removed from school and returned; for what purpose e.g. case review meeting

DSL will share risks and resilience of pupils proportionately with staff members/volunteers on a "need to know and in the child's best interest basis" and this is recorded and monitored to ensure risks/progress of pupil is understood. The DSL will clearly state reasons for sharing this information and that this is carried out in strict confidentiality, we follow [safeguarding-practitioners-information-sharing-advice](#).

The Headteacher - Designated Safeguarding Lead ensures systems are in place to induct new staff which are robust and monitored to make sure the safer recruitment arrangements are effective. Any non-compliance or issues are shared with Proprietors. DSL will ensure the induction programme is updated in line with legal requirements.

DSL understands and supports the school with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation. The school's Prevent and British Values Policy link with this policy.

The DSL coordinates training and professional development centrally. The Teachers' Standards 2012 [teachers-standards](#) state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. [Training-Quality-](#)



Maple Hayes Hall

Specialist School for Dyslexics

Strategies. All staff are encouraged to have SSCB as their favourite on their computer and to access updates regularly as part of professional development

Working with others: DSL will liaise with the Proprietors to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and any police investigations;

DSL notifies children's Social Care if a child with a child protection plan/CIN /CAF is absent for more than two days without explanation.

DSL liaises with the "case manager" and the LADO (designated officer(s) at the local authority)

DSL will liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff. Risk assessments will be completed as required and should where appropriate involve other agencies.

Where a parent chooses to remove their child/ren from school to EHE (Elected Home Educators) the school will make arrangements to pass any safeguarding concerns to the EHE Team within Staffordshire County Council (or appropriate LA) and inform other professionals who are involved.

School at times may require further assistance from interpreters to support child and families. These services will be accessed with support of the DSL.

Working with parents and carers

MHS is committed to working in partnership with parents/carers to safeguard and promote the welfare of pupils and to support them to understand our statutory responsibilities in this area.

When new pupils join our school, parents and carers will be informed that we have a number of safeguarding policies. A copy will be provided to parents on request and is available on the school website. 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 Families First Services or other agencies.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the Designated Safeguarding Lead making a referral to Social Care, Families First in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);



Maple Hayes Hall
Specialist School for Dyslexics

- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).
- Any legal or criminal changes which affects parental responsibility e.g. bail condition, court orders, Multi – Agency Risk Assessment Conference (MARAC).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

Thresholds for Intervention:

Early Support: Early Help Assessment

There is a much greater focus on early help in the 2016 KCSIE guidance and staff are asked to provide support for pupils as soon as any potential problem is identified and to take a much more pro-active approach to protect children.

Staff should complete an Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs.

All staff receive EHA awareness training. Staff should discuss children who appear to have additional needs with Dr Daryl Brown who will discuss matters with the child and parents. The school will need to obtain parental/pupil consent for an EHA to be completed (Young people being able to give their own consent for an EHA in certain circumstances if they are old enough and competent to do so) Dr Brown may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Local Support Team (LST). Staff will follow the guidance of the SSCB Threshold Document - accessing the right help at the right time (www.staffsscb.org.uk – procedure 1E). The school will inform the LST Co-ordinator when an EHA is started, and when it is closed, irrespective of whether or not there is an LST worker involved with the family.

Child in Need - S17 of the Children Act 1989:

A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required. Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

If the DSL considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with parents / young person and obtain their consent for referral to the First Response Team (FRT) or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the FRT.

Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

Some children in 'acute need' (see SSCB Threshold guidance) may require Child in Need. This could include children who self-harm or disclose an intent to commit suicide (SSCB procedure 4U).

Child Protection

S47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. Staff from this organisation do not investigate whether a child has been abused. This is the duty of Social workers from the Safeguarding team and the police. Education staff refer reasonable concerns which indicate that a child may be at risk of significant harm.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

If staff have significant concerns about any child they must make them known to the Designated or Deputy Designated Safeguarding Lead without delay in accordance with reporting and recording procedures in the Code of Practice for Staff and Employees.

These concerns are all listed in the KCSIE 2016 Part One guidance and may include:

Physical abuse:

This 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:

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 over protection and limitation of exploration and learning, or preventing the child from 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



Maple Hayes Hall

Specialist School for Dyslexics

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.

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

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 (e.g. 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 online images, watching sexual activities, sexting

or 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.

Peer on Peer Abuse: – when children abuse other children

Abuse is not always due to the actions of adults. Sometimes children abuse other children. Emotional abuse may involve serious bullying, including isolating a particular child, derogatory name calling and / or making threats, and may include online bullying through social networks, online games or mobile phones. Bullying behaviour can include physical assault. Children may also sexually abuse and exploit other children through sexual assaults, gender based violence and sexting. It is very important that all staff should be clear about the procedures and practice for dealing with peer on peer abuse.

Maple Hayes School works with children, parents and staff to create to an ethos of mutual respect and will robustly address concerns that children are suffering abuse due to the behaviour of other pupils. Pupils are encouraged to talk to staff if they have worries and concerns, and there are processes where they can report any problems confidentially and anonymously (in every child's prep book). Parents and carers are also encouraged to talk to staff if they have concerns, and should refer the matter to the DSLs in the setting if they feel that the matter is not being addressed or the situation is not improving. This school will follow our Antbullying Policy

when this is appropriate to the circumstances, and follow the Behaviour Policy should sanctions be necessary. (These policies are part of the Parent Pack)

If the concerns are in respect to an allegation of a criminal nature, the school may share information with the police without reference to the parents, carers or the children e.g. physical assault, sexual assault, sexting (see online safety section below). In regards to allegations or concerns that a child has demonstrated harmful sexual behaviour, we will follow the SSCB procedure in this regard (procedure 4i) and also share information about the child or children involved with children's Social Care. In order to protect all children at the school, we may need to impose disciplinary sanctions in regards to a child who has harmed, or may pose a risk to, another child, or implement risk management procedures which may restrict movement of the child in our setting, or restrict activities.



Maple Hayes Hall

Specialist School for Dyslexics

If there are concerns that a child attending this school may have been seriously harmed, or at risk, due to the actions of children within the community, but not attending the school, we will share information appropriately with other agencies to safeguard and promote their welfare.

Making referrals

Where a child is registered at school, consultation must take place with the Designated Safeguarding Lead or Deputy who will be the most appropriate person to initiate any referral. A written record of concerns should be made using the schools internal recording form (See Code of Practice for Employees). This should then be given to the Designated Safeguarding Lead (or Deputy if DSL unavailable) who will then make the decision whether a referral is needed to the First Response Team or the child's existing social worker. If the child lives in an authority outside of Staffordshire, the matter will be referred by the Designated Safeguarding Lead to the relevant Children's Social Care team in that area.

As per the 2016 statutory government guidance 'Keeping Children Safe in Education', anybody **can** make a referral. However, due to the role of the Designated Safeguarding Lead this member of staff may be party to additional and pertinent information and therefore is best placed to do so. If it is not possible to speak to the Designated or Deputy Designated Safeguarding Lead, or there would be an unwarranted delay by doing so, the member of staff should contact the First Response Team to discuss concerns. In these circumstances, the Designated Safeguarding Lead must be informed about the referral as soon as possible and without unnecessary delay.

For referral to First Response phone 0800 1313126. The phone call will be followed up with written confirmation on the Multi-agency referral form (MARF) within 48 hours. The multi agency form is available from the SSCB website (procedure 3B): www.staffsscb.org.uk

Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

"I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to."

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including children's social care departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). However, the welfare of the child is paramount (The Children Act 1989) and there may be reasons for not sharing the concerns with the child, their parents or carers prior to making a referral to children's social care. Information may also be shared without consent in order to prevent or detect a crime, prevent serious harm to a child or adult, or due to a public interest concern. The school follows the information sharing guidance provided by the government and the SSCB in considering the sharing of personal information when there are safeguarding concerns.



Maple Hayes Hall

Specialist School for Dyslexics

The law also requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate with the Local Authority if a child may be at risk of significant harm. Therefore, if the Police or Children's Social Care are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the school's legal insurers).

When children transfer to a new school or college at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners.

Talking to and listening to children

If a child chooses to disclose, you SHOULD:

- be accessible and receptive
- listen carefully and uncritically at the child's pace
- take what is said seriously
- reassure the child that they are right to tell
- tell the child that you must pass this information on
- make a careful record of what was said.

You should NEVER:

- take photographs of injuries
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping 'secrets'
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about people allegedly involved
- forget to record what you have been told
- fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure or a 'statement'.

For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Record keeping

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm. This will include any unexplained bruising, marks or signs of possible abuse or neglect. We will also record existing injuries.

Records should:

- state who was present, time, date and place
- use the child's words wherever possible
- be factual/state exactly what was said
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation
- be written in ink and signed by the recorder.

Records about child protection or pertaining to welfare concerns or issues, including CAF paperwork, will be retained securely and separately to the curriculum records of the child. If the child moves to another school or education setting, these records will be suitably redacted in regard to the identification of other children or adults and sent in a timely and secure manner to the Designated Safeguarding Lead of the receiving school or college.

Attendance at Child Protection Conferences

The Designated Safeguarding Lead or their deputy will be expected to attend the initial Child Protection Conference and Reviews, and provide a written report. A suggested template for this report is available on Staffordshire Education Safeguarding Advice (<http://education.staffordshire.gov.uk/Pupil-Support/Families-First-in-School/Education-safeguarding-support/Education-safeguarding-support.aspx>) Parents should be informed of what is in the report as there should be no surprises about the information shared at Conference.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher to attend the subsequent core group meetings and they will be given appropriate support around safeguarding issues by the Designated Safeguarding Lead.

Safer Recruitment

When recruiting new members of staff, the school follows the government guidance 'Keeping Children Safe in Education' 2016 Part Three and safer recruitment principles, and has due regard to the Safeguarding Vulnerable Groups Act 2006 and The Protection of Freedoms Act 2012.

The school has separate written recruitment and selection procedures in place and ensures that enhanced DBS checks are undertaken in line with government guidance, that appropriate references are obtained, qualifications are verified, and that successful applicants for qualified teacher posts are checked against the 'prohibition of teachers' list. In accordance with regulations and 'Keeping Children Safe in Education' 2015, the school retain a 'single central record' of when the appropriate checks are undertaken in regard to relevant staff.

Safer recruitment training has been undertaken by senior members of staff who sit on recruitment panels in accordance with guidance and best practice principles.

Induction and Training

All staff are encouraged to read the full government guidance 'Keeping Children Safe in Education' 2016 and have been given a copy of Part One of this guidance which they must read and confirm that they understand the contents.

Newly appointed staff and volunteers have a robust induction into the safeguarding procedures when they join the school. They will be made aware of the Staffordshire Safeguarding Children Board procedures (www.staffsscb.org.uk) as part of that induction programme, and be given a copy of Part



Maple Hayes Hall

Specialist School for Dyslexics

One of KCSIE 2016, the school Child Protection Policy and the staff behaviour policy or staff code of conduct (in the Code of Practice for Staff and Employees) and other safeguarding policies. Staff will also attend appropriate child protection /safeguarding training to enable staff to identify signs of possible abuse and neglect and respond in a timely and appropriate way, in accordance with the SSCB training strategy, within 6 months of joining the school. The child protection and safeguarding training given to each member of the organisation will be refreshed and updated at least annually with more regular updates usually by email. The DSL will retain records of all child protection and safeguarding training accessed by staff and volunteers.

The Designated and Deputy Designated Safeguarding Leads will attend Staffordshire Safeguarding Board Courses (or their equivalent) at Level Two and above at least every 2 years and yearly refreshers in order to maintain continuous professional development and comply with statutory guidance and the SSCB training strategy. The DSLs will cascade relevant safeguarding information and training to staff in the school and enable relevant staff to attend specific training events.

Professional support

This school recognises the importance of professional reflective support for staff when working with vulnerable children, particularly in relation to child protection cases. Arrangements are in place for the Designated Safeguarding Leads to have regular and scheduled professional support. The Designated Safeguarding Leads offer appropriate support to other staff within the school according to need or at their request.

Providing a safe working culture

Maple Hayes School has implemented a staff code of conduct which applies to all permanent and temporary staff, and adult volunteers working in this organisation. Staff and volunteers are in a position of trust. All staff and volunteers must seek to minimise the risk of any situation arising in which children are put at risk, or misunderstandings about their behaviours towards children can occur or be perceived. Staff and volunteers must adhere to the staff code of conduct and follow the safer working practice guidance given by this organisation. Our staff code of conduct includes expectations about staff behaviours including outside of the working environment, staff/pupil relationships and communications including the use of social media. Any reason for staff to be having personal, social contact with pupils at the school must be explained to the Headteacher with the rationale and any safeguarding actions required will be recorded.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil or student, even when the pupil is over the age of consent but under 18 years of age.

Staff are advised to use the following sensible precautions when working alone with children:

- Avoid working in isolation with children unless thought has been given to safeguards
- Work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally
- Never give out personal mobile phone numbers or private e-mail addresses
- Do not give pupils lifts home in your car (unless this has been specifically agreed by senior management)
- Do not arrange to meet pupils outside of school activities
- Never 'befriend' or chat to pupils on social network sites
- Contact with pupils or past pupils under the age of 21 is not permitted whether via social networking, email, text or, otherwise. (See Code of Practice for Staff and Employees)



Maple Hayes Hall

Specialist School for Dyslexics

Any use of physical force or restraint involving pupils will be carried out and documented in accordance with the relevant sections of the Code of Practice for Staff and Employees. If it is necessary to use physical intervention (for example to prevent the child hurting themselves or others), parents will be informed. Children who attend our setting will not be punished by any form of hitting, slapping, shaking or other degrading treatment, including verbal abuse.

The proprietors at this school recognise their responsibility to remain vigilant and ensure that all staff and volunteers are, and remain, suitable to work with children.

Any staff member, volunteer or proprietor who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with such a criminal offence, must inform the headteacher. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during, their employment at the school. (This would not include 'spent' convictions under the Rehabilitation of Offenders Act). The Headteacher will discuss any potential safeguarding matters with the Local Authority Designated Officer (LADO) and any required action will be agreed.

Any staff member, volunteer or proprietor whose own children become subject to child protection investigations must inform the Headteacher. The head teacher will discuss with the LADO in accordance with SSCB procedures for dealing with allegations against adults who work in a position of trust with children (SSCB procedure 4a). Appropriate action will be agreed.

Staff have a professional duty to report concerns about the conduct of other adults working in the school if there are indications that a child or children could be at risk of harm. Adults working in this school are encouraged to raise any concerns about conduct or practice so that this can be addressed appropriately.

Allegations of abuse made against adults working in the school, whether historical or current, should be reported to the head teacher (or, if the allegation is against the head teacher or against a proprietor, it should be reported to the Deputy Safeguarding Lead). Adults working in the school are also able to follow the 'Whistle Blowing Policy' if they feel unable to follow standard procedures relating to an allegation against staff. (Adults working in the school are also able to follow the 'Whistle Blowing Policy' if they feel unable to follow standard procedures relating to an allegation against staff. The Whistleblowing Policy is in section 1.2.11 of the Code of Practice for Staff and Employees. Staff raising genuine concerns, even if, on investigation, these concerns are not substantiated, will be supported by the senior leadership team, and their employment protected.

Staff who fail to follow the school policies and procedures for safeguarding and promoting the welfare of children may be subject to disciplinary procedures.

Allegations of abuse against a person working in a position of trust

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children in relation to any staff member or volunteer are therefore taken seriously.

In line with government guidance and SSCB procedures, the Head Teacher/ Proprietors will contact a Local Authority Designated Officer (LADO) to discuss the allegation if the concerns are that an adult in a position of trust has:

- behaved 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 (Keeping Children Safe in Education April 2016)



Maple Hayes Hall

Specialist School for Dyslexics

This initial discussion will establish the validity of any allegation under SSCB procedures (www.staffsscb.org.uk procedure 4A) and if child protection enquiries may be required due to a child having possibly suffered, or being at risk of suffering, 'significant harm'. If this is the case a referral will be raised with the relevant social care safeguarding team and a section 47 child protection strategy meeting will be convened that the headteacher/ a proprietor will attend.

If an individual child is not identified but there are concerns about the behaviour of a person in a position of trust which require consideration by other agencies or organisations, the LADO will convene a Position of Trust Meeting (POT) to consider the issues and any action required.

The fact that a member of staff offers to resign will not prevent the allegation procedure and any necessary disciplinary action reaching a conclusion.

The decision of the strategy/joint evaluation meeting could be:

- investigation by children's Social Care
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the school which should involve the senior HR advisor for the school.

If the matter does not meet the threshold for intervention by other agencies, but concerns remain about the conduct of a person in position of trust working with children, the school will undertake investigatory and, if appropriate, disciplinary action. Referrals to the Disclosure and Barring Service (DBS) will be made by the school when necessary in line with current guidance.

Specific Safeguarding Issues

Identifying cases of female genital mutilation (FGM) and Forced Marriage

Any indications that Female Genital Mutilation (FGM) or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy. In support of this provision, we will do everything that we can to ensure that:

- Our school is an 'open environment', where students feel able to discuss issues that they may be facing
- The Designated Safeguarding Leads have a good understanding of the issues surrounding FGM and Forced Marriage and access relevant training
- advice and signposting is available for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, Forced Marriage Unit
- awareness raising about FGM is incorporated in the school's safeguarding training so that all staff and volunteers are able to identify indicators.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- To alert the DSL to their concerns. This member of staff will then refer concerns to children's social care, who will inform the police if they need assistance. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes.
- Not to consult or discuss with the pupil's parents or family, or others within the community.

Online Safety

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, tablets, laptops, mobile phones, webcams, gaming consoles etc. place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arranging to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

Pupils can engage in or be a target of cyberbullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping), or distributing indecent images of children (e.g. sexting).

Maple Hayes School utilises the curriculum (particularly PSHE, and sex and relationship education) to raise awareness of safeguarding issues so that children are able to recognise the indicators of, for example, grooming behaviours, so that the risks of being drawn into sexual exploitation, or being subjected to abuse, are minimised.

Further, in order to help protect our pupils

Software is in place to minimise access and to highlight any one accessing inappropriate sites or information.

- Pupils are encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the school's Designated Safeguarding Lead will be informed immediately)
- Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords etc.
- Pupils must adhere to the school policy on mobile phones which is specified in the school brochure
- Staff must adhere to Code of Practice for Staff and Employees regarding the use of mobile phones, personal camera equipment and online safety

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Child Sexual Exploitation (CSE)

Sexual exploitation of children involves situations where young people receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common.

Children do not become entrenched in CSE without first being subjected to targeted grooming or opportunistic abuse. Systemic sexual abuse is the final stage in a process. This school recognises that



Maple Hayes Hall

Specialist School for Dyslexics

pupils may be targeted for sexual exploitation, and staff will be vigilant for the indicators and report concerns to the DSL. All staff receive awareness training about CSE. The DSL is conversant with the SSCB procedure (4H) and will share information with parents and carers, and the police and social care in appropriate circumstances. We will work with other agencies on plans to protect children who are deemed to be at risk of exploitation.

This school believes that children need to understand how perpetrators groom children for exploitation. We will use appropriate resources in a sensitive and responsible way to educate young people about grooming behaviours, the risk of being drawn into exploitation, possible consequences, and ways of protecting themselves from the risk of sexual exploitation.

Children missing education (CME)

This school is aware of, and implements in full, the requirements of the statutory guidance for children and young people who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children.

Prevent Duty 2015 - Preventing Extremism and Radicalisation

As part of our safeguarding ethos we encourage pupils to respect the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

We also have a duty under the Counter Terrorism Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils or the Staff Code of Conduct. We will share information with the First Response Team and/ or the Staffordshire police Prevent team when appropriate. We will also work with Staffordshire's Channel Panel in relevant circumstances. Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.

All staff receive awareness raising and training in regard to preventing extremism and radicalisation.

Resources

Section 157 of the Education Act 2002 puts an explicit duty on Proprietors to ensure their functions are exercised with a view to safeguarding and promoting the welfare of pupils. The Proprietors will therefore ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under Staffordshire Safeguarding Children Board procedures including attending meetings, collating and writing assessment reports, and staff training. The Proprietors will also ensure that they have an understanding of safeguarding issues and the policies and procedures that are in place in school to safeguarding and promote the welfare of all pupils in the school. Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can stay safe.

Key documents referred to and underpinning this policy are:

Working Together to Safeguard Children 2015 (DfE) <https://www.gov.uk/government/publications/working-together-to-safeguard-children>

Staffordshire Safeguarding Children Board Procedures (online) www.staffsscb.org.uk/professionals/procedures/

Staffordshire Safeguarding Children Board Training Catalogue (online) www.staffsscb.org.uk/professionals/Inter-Agencytraining/events/

Keeping Children Safe in Education Sept 2016 (DFE) www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharingadvice>

Staffordshire Policy and guidance on the use of Restrictive Physical Interventions (including restraint) in mainstream schools

The Children Act 1989 and 2004

Education Act 2002

What to do if you're worried a child is being abused – March 2015 - advice for practitioners (HM Gov) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>

Children Missing from Education Policy <http://www.staffordshire.gov.uk/education/welfareservice/missing/CME-Referral/Children-Missing-Education-Policy.pdf>

Maple Hayes Hall School Whistle Blowing policy (section 1.2.11 of the Code of Practice for Staff and Employees)

The Code of Practice for Staff and Employees (Code of Conduct for Staff, Further information on Safeguarding including extracts from training materials etc)

Staffordshire e-safety Tool Kit

Record keeping guidance for schools, ESAS website: <http://education.staffordshire.gov.uk/Pupil-Support/Families-First-in-School/Education-safeguarding-support/Policies-and-procedures/Policies-and-Procedures.aspx>

Links with other aspects of the school's work

Curriculum

Child protection issues will be addressed through the curriculum as appropriate, especially in PHSCE (Personal, Social Health and Citizenship Education) and relationships and sex education. There are aspects of safeguarding threaded through the curriculum across all subjects. Teachers make sure that pupils when engaged in the more hazardous subjects of DT, science, PE, art and computing work safely and use protective equipment when appropriate

The Designated Safeguarding Lead in this school is:

Dr. Daryl Brown. Headteacher

The Deputy Designated Safeguarding Lead in this school is:

Mrs Irene Keith

The Proprietors are:

Dr E Neville Brown and Mrs Brenda Brown
ADOPTED BY PROPRIETORS 24/1/2017
REVIEW January 2018

Further advice on Safeguarding matters can also be obtained from:

First Response Team including LADO advice 0800 1313126.



Maple Hayes Hall

Specialist School for Dyslexics

Emergency Duty Team (for out of office hours referrals for children and vulnerable adults) 0845 6042886.

Staffordshire Prevent Team

Tel: 01785 238239 or 01785 233109

Email: prevent@staffordshire.pnn.police.uk

Staffordshire County Council - Education Safeguarding Advice Service 01785 895836;

Email esas@staffordshire.gov.uk

Website Staffordshire Education Safeguarding Advice

<http://education.staffordshire.gov.uk/Pupil-Support/Families-First-in-School/Education-safeguardingsupport/Education-safeguarding-support.aspx>