



# SAFEGUARDING POLICY

**FEBRUARY 2019**

Signed:  Chair of Governors

Date: 26<sup>th</sup> February 2019

Review: Feb 2020

# Talbot Specialist School

## Safeguarding Policy

### 1. Purpose of the Policy

To present to staff and volunteers, codes of behaviour in dealing with Safeguarding Issues in Talbot School.

### 2. Introduction

Our school fully recognises the contribution it can make to protect students and to support students in school.

In order to establish effective safeguarding there are three main elements to our policy.

- a. Prevention.  
This may be achieved by a positive school atmosphere, through teaching and pastoral care, and through support to students.
- b. Protection  
By following agreed procedures, ensuring that staff are trained to respond effectively and sensitively to safeguarding concerns.
- c. Support  
To students and school staff and to students who may have been affected.

This policy applies to all staff whether teaching or non-teaching, full or part time, volunteer helpers, students on placements other professionals who work with the school, governors and parents and carers.

### 3. School Commitment

We recognise that, for all students', high self esteem, confidence, supportive friends and clear lines of communication with a trusted adult may be an aid to prevention. Our school will therefore:

- Establish and maintain an ethos where students feel secure and are able to communicate readily with adult staff both in and out of the classroom;
- Ensure that students know that there are adults in school whom they can approach if they are worried or in difficulty.
- Ensure that, where students have very complex communication needs, staff who know them well will always be alert to signs of distress or changes in their normal pattern of behaviour.
- Include in the curriculum activities and opportunities for students to develop the skills they need to stay safe from abuse. This is achieved by a well structured PSHE/ Citizenship curriculum linked which will be delivered across the whole

school in Phases and at Post 16 in order to equip students with the skills they need to stay safe from abuse.

- Include in the curriculum material which will help students develop positive attitudes to the responsibilities of adult life and where appropriate to include aspects of child care and parenting skills.
- Ensure that wherever possible, every effort will be made to establish effective relationships with colleagues from other agencies;

#### **4. Framework**

Talbot will not operate in isolation. Child Protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practices are the responsibility **local safeguarding children's board**.

##### ***The local safeguarding children's board***

The LCSB is a joint forum with responsibility for developing, co-ordinating, monitoring and reviewing child abuse policy and practice within the city.

##### ***Children who require a child protection plan***

The Local Safeguarding Children's Board maintains a list/register of children who are at risk of significant harm, and for whom a child protection plan is currently being implemented. Where there are concerns about a child's welfare or allegations about a child the DSL or DSD will log an enquiry with the list/register by contacting the Sheffield Children's Service.

**The Child Protection Advisors for Education are Bea Kay and Flora Bandele**

#### **5. Roles and Responsibilities**

The protection of children and young people is the responsibility of all adults who work at Talbot School.

There are key people within school and the LEA who have particular roles to play in the operation of this responsibility under the Safeguarding procedures. Their names are listed on the back of this document.

##### **Role of DSL**

**The Designated Safeguarding Lead Teacher is Nigel Kirkpatrick and the Designated Safeguarding Deputies (DSD's) are Jacqui Crewe and Tricia Bennett**

- To recognise how to identify signs of abuse and when to make a referral
- To keep detailed, accurate and secure written records of referral/concerns
- To act as the first point of reference for staff who note concerns.

- To carry out a preliminary investigation to establish the exact nature of the concern and to decide on any necessary action.
- To inform the Headteacher of concerns and the circumstances surrounding them.
- To seek advice from the Education Safeguarding Advisors as necessary.
- To liaise with parents and other agencies as required.
- To report to the nominated governor the nature of the concern and action taken.
- To understand the conduct of a child protection conference and be able to attend and contribute effectively.
- Have working knowledge of how the local safeguarding procedures operate.
- To review and update the Safeguarding policy.

### **Role of the Headteacher**

- To liaise with the Designated DSL.
- To ensure that the school safeguarding policy and procedures are communicated to and implemented by school staff.
- To ensure that the DSL and deputy receive training every 1 year.
- To ensure safeguarding training is undertaken by all staff.
- To ensure that arrangements are in place for the inclusion of Safeguarding procedures in an induction programme for all people working in school.
- To ensure that arrangements are in place to ensure safe recruitment procedures and appropriate checks on new staff and volunteers.
- To ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children and such concerns are addressed sensitively and effectively in a timely manner.
- Provide the Annual Safeguarding Report for Head Teachers.

### **Role of the nominated Governor**

#### **The nominated governor for Safeguarding is Miriam Antcliffe**

- To be familiar with Local Authority Guidance and policy relating to safeguarding issues.
- Attend training for nominated Safeguarding Governors.
- Ensure the governing body puts in place suitable child protection policy and procedures.
- Encourage other members of the governing body to develop their understanding of Safeguarding responsibilities and assist the school to perform its statutory duties.
- Ensure that they remedy any weaknesses or deficiencies in the schools' Safeguarding practices which are brought to their attention.
- Meet regularly with the DSL teacher and deputy to monitor effectiveness of the schools Child protection/safeguarding procedures.

## **The role of the Safeguarding Children – Safeguarding Advisors for Education**

The Education Safeguarding Advisors will give advice and support to schools in maintaining effective Safeguarding Procedures and will ensure that they are of good quality and represent good practice.

They will make available training relevant to staff and governors through the Safeguarding Children package of support.

## **6. Procedures**

Our school will ensure that the Headteacher, senior designated person, deputy co-ordinator and the governing body attend training relevant to their role.

At Talbot we will follow the procedures set out in the manual produced by the Sheffield Safeguarding Children's Board.

- Staff have access to policies and procedures on the MLE, staff room and reception.
- All staff will be made aware of the identity of DSL and the deputy on induction and be alerted to the guidance that they should follow should concerns arise.
- Parents will be informed of the school's duties and responsibilities in relation to Safeguarding by a statement in the school prospectus that is issued to all parents of students who admitted to Talbot.

## **7. Safer Recruitment**

Key members of SLT and the chair of governors have attended the Sheffield Local authority training in safer recruitment. The procedures and practices presented within this training are being adopted as part of our recruitment process and all members of SLT will receive this training.

## **8. Single central record**

There is a single central record where all DBS and pre recruitment records are retained. In addition to employees and volunteers records are also kept for contractors and supply staff. This is kept in a locked cabinet in the school office.

## **9. Training and Support**

Talbot school will ensure that the Headteacher, DSL, Deputy DSL and the governing body attend training relevant to their role.

- All new staff will receive safeguarding training as part of their induction.
- All staff both teaching and non-teaching will receive basic training on Child Protection.
- All staff will be kept informed of current child protection issues by an annual review of policy and procedure and by the provision of regular training.

- Within school support will be available to staff by immediate access to the DSL and or deputy DSL and the Headteacher. Where necessary the Education Safeguarding Advisor is also available via a direct line of communication.

## **10. Professional Confidentiality**

- Confidentiality is an issue that needs to be fully understood by all those working with children particularly in the context of Safeguarding. The only purpose of confidentiality in this respect is to benefit the child.
- We will ensure that all adults working in the school or associated with it including parents and governors will have due regard to the need for confidentiality.
- A member of staff must never guarantee confidentiality to a student in order to ensure that appropriate action may be taken where there is cause for concern. In the event of disclosure it must be explained to the student that information will need to be passed on in order to ensure appropriate help can be obtained.
- Where risk of significant harm/significant harm is suspected the CDT social worker will be notified and where necessary they will arrange for the young person to be seen by a doctor at the Child Assessment Unit at the Children's Hospital.

## **11. Records and Monitoring**

Well kept records are an integral part of good Safeguarding practice.

Our school is clear on the need to record any concerns about a child or student placed within Talbot, the status of such records and times when these records should be passed over to other agencies.

- After conferring with the DSL classroom staff will keep a log of general information that is felt to be relevant when there are concerns over the welfare or behaviour of a particular student. This will be reviewed regularly with the DSL.
- When it becomes apparent that there are safeguarding concerns the DSL will keep a record relating to the particular student containing all relevant information collated from staff members who have dealt with the individual. This record will be placed in the electronic safeguarding file (Iris Adapt) that is held by the DSL.
- These files are accessible only to the DSL, DSD's and Headteacher.
- Teacher held notes become part of the school record if there is an escalation in concern or in the case of a major incident or disclosure.
- The DSL will liaise regularly with classroom staff about students for whom there is concern. Concerns will also be shared with the named Social worker when necessary.
- The Headteacher will be informed immediately by DSL of concerns in relation to a particular student.
- Monitoring records will indicate the need to instigate a referral should there be a significantly high level of concern over time or should there be a major incident or event in relation to a student.
- All records are to be held confidentially and as such are not available to parents or other staff.

- When a student leaves Talbot a copy of his/her safeguarding file would be passed to any new school or post school provision. Any concerns will be shared with the designated worker in the new establishment to be attended by the student
- Guidance on completion of records and conference reports will be provided by DSL.

## 12. Attendance at Child Protection conferences

- The case conference will be attended by the DSL and where appropriate the class teacher.
- The Child Protection case conference is the means by which communications between agencies is formalised. Relevant information exchanged and risk assessed. Decisions and/or recommendations relating to the individual will then be made.
- The conference may be chaired by a **LOCAL SAFEGUARDING BOARD** Staff will be supported by the DSL and/or DSD when completing reports. The DSL or DSD will attend such conferences.
- When writing reports the agreed format will be followed.
- Staff will be supported by the DSL in maintaining relationships with parents at all stages when a student is the subject of concern.

## 13. Supporting Pupils at risk

**All students at Talbot are deemed to be Children in Need by virtue of their statements/EHCP of Special Educational Needs (see Framework of Assessment 2001)**

Talbot School will endeavour to support pupils through:

- A curriculum to encourage self-esteem and self-motivation.
- A school ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- The implementation of school behaviour management policies which are required under the Code of Practice, 1993 Education Act.
- A consistent approach, which recognises and separates the cause of behaviour from that which the student displays. This is vital to ensure that all students are supported within the school setting.
- Regular liaison with other professionals and agencies engaged in supporting the students and their families.
- A commitment to develop productive, supportive relationships with parents and carers whenever it is in the best interest of the student so to do.
- The development and support of a responsive and knowledgeable staff group who will be trained to respond appropriately in child protection situations.

This policy should be considered alongside other related policies in school. These include:

Recruitment and Selection  
Health and Safety  
PSHSE  
Behaviour Management Policy  
Personal care  
SEN.  
Education of Young People in Public Care  
Sheffield City Council Procedure for the Management of Allegations of Child Abuse by made against School Based Employees

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Staff at Talbot who work in any capacity with students who have profound and multiple disabilities, severe learning difficulties, sensory impairment and challenging behaviours will need to be particularly sensitive to signs of abuse.

We will also need to take account of the fact that in a home environment where there is domestic violence, drug or alcohol abuse children may also be vulnerable and in need of support or protection.

### **Safe School, Safe Staff**

- Talbot has a large staff and recognises that the necessary involvement of such numbers of adults needs to be managed effectively to ensure high standards in relation to safeguarding practices with our students.
- Physical contact is not actively encouraged between staff and students, but it is recognised that this will be unavoidable in a variety of situations. The staff are encouraged to use their professional judgement to ensure that in such situations contact should not be made in any way which would be considered inappropriate.
- Staff working in a 1:1 situation should ensure that wherever possible they are clearly visible to another colleague or that planning has taken place to ensure clear guidance at such times.
- Views will be sought from parents on all matters relating to the policies on PSHSE, and Science where aspects of Sex Education or Intimate Care are involved.
- Multi -agency training gives the opportunity for sharing good practice with practitioners from other agencies. Representatives will always be welcomed into school when they are working with particular students.
- Staff teams are constructed and trained to ensure that we reduce the possibility of any student being abused by any one working within the school setting.

- Staff will be informed of the procedures relating to allegations of abuse by the circulation of the guidelines in circular 10/95 by inclusion in the staff booklet relating to student safety.

## 14. Multi Agency Referral Form

- This form should be used when we consider that a child has needs that cannot be met solely by the services or resources within the Education Directorate, and where, following an assessment of the situation, we believe that co-ordinated intervention is required to promote safeguard or protect the welfare of the student.
- In such circumstances the school will have records detailing the work that has been undertaken to support the students and their family and why it is believed that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the FCAF. The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.
- This form should be completed by the Assistant Headteacher (DSL) or the DSD.
- The Headteacher will be informed that a referral has been made.
- A copy of the form will be held by the Assistant Headteacher within the secure records of the school.
- Where, following an assessment of a situation, it is considered immediate protective action is required, a child protection referral will be made by the Designated Safeguarding Lead Teacher or the Deputy. **This referral will be made by telephone to the Children with Disabilities team with Social Services via the Screening Team within MAST, followed up by a Fax for confirmation.** The multi- agency form should then be forwarded by the designated person to social services.

### **Procedures to follow if a member of staff is concerned about the welfare and safety of a student**

1. If staff have any concerns about the health and safety of a child at Talbot Specialist School or feel that something may be troubling them, they should share this information with an appropriate member of staff straight away. Some issues e.g. a child's appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff here.
2. Staff need not worry that they may be reporting small matters – we would rather that they tell us things which turn out to be small than miss a worrying situation.
3. If you are unable to contact them you can ask the office staff to find them and ask them to speak to you straight away about a confidential and urgent matter.
4. However, if they think the matter is very serious and may be related to a child protection concern, e.g. physical, sexual, emotional abuse or neglect, they must talk to the people below immediately.

5. Any allegation or disclosure involving a member of staff, a child's foster carer or a volunteer at Talbot Specialist School **must** be reported directly to the Head, unless it involves the Head and then it should be reported directly to the Chair of the Governing Body.

6. The people they should talk to at Talbot Specialist School are:



**Our Designated Safeguarding Lead (DSL) is:**

Name: Mr Nigel Kirkpatrick, Assistant Head

Their office is located in the Leadership Office behind Reception

Their tel. no and ext is: 0114 2507394 ext 2038



**Our Designated Safeguarding Deputy (DSD) is:**

Name: Jacqui Crewe

Their office is located upstairs in the Year Team Support Office

Their tel. no and ext is: 0114 2507394 ext 2022



**Our Designated Safeguarding Deputy (DSD) is:**

Name: Tricia Bennett, Deputy Head

Their office is located in the Leadership Office behind Reception

Their tel. no and ext is: 0114 2507394 ext 2011