

# Tong High School

## Child Protection and Safeguarding Policy

Revised June 2016

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## Statement of intent

Tong High School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil, inside and outside the school premises.

This Policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safe recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to young people.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any young person that has been subject to abuse.
- Ensuring that members of the governing body, the headteacher and staff members understand their responsibilities, under safeguarding legislation and statutory guidance, to be alert to the signs of young person abuse and to refer concerns to the designated safeguarding lead.
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.
- It applies to all governors, teaching, associate and volunteer members of staff.

The school's designated senior safeguarding leads are Simon Ford and Rachel Cruise.

The Lead Safeguarding Governor is Michael Johnson.

In the absence of the designated safeguarding lead, young person protection matters will be dealt with by:  
Nicola Tordoff or Johanna Cook

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**Signed by**

**Headteacher**

**Date:**

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**Chair of Governors**

**Date:**

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**Next review date:** \_\_\_\_\_

## **1. Definition and Legal Framework**

1.1. For the purposes of this Policy, Tong High School will define safeguarding and protecting the welfare of young people as: protecting young people from maltreatment; preventing impairment of young people's health or development; ensuring that young people grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all young people to have the best outcomes.

This Policy will have consideration for and be in compliance with the following legislation and statutory guidance:

- 1.1.1. Keeping Children Safe in Education 2015
- 1.1.2. Home Office guidance "Channel: Protecting Vulnerable people from Being Drawn into Terrorism" 2015
- 1.1.3. Home Office guidance "Prevent Duty Guidance in England and Wales" 2015 and the associated "The Prevent duty: Departmental advice for schools and childcare providers" subsequently issued by the DFE in 2015
- 1.1.4. Home Office guidance "Channel: Vulnerability Assessment Framework" 2012
- 1.1.5. Working Together to Safeguard Children:- A guide to interagency working to safeguard and promote the welfare of children (DFE 2015)
- 1.1.6. What To Do If You're Worried A Child Is Being Abused (DFE 2015)
- 1.1.7. DFE guidance - Disqualification Under the Childcare Act 2006 issued in 2015
- 1.1.8. DBS Identification Checking Guidelines
- 1.1.9. The Use of Social Media for Online Radicalisation (Home Office 2015)
- 1.1.10. Teacher Status Checks – Employer Access Online
- 1.1.11. Guidance for the Employment of Overseas Trained Teachers
- 1.1.12. Guidance of the Employment of Overseas Trained Applicants

### **Useful websites**

Channel general awareness training module -

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

UK Safer Internet Centre - <http://www.saferinternet.org.uk/>

## **2 Roles and responsibilities**

### **2.1 The Governing body has a duty to:**

- 2.1.1 Ensure that the school complies with its duties under the above young person protection and safeguarding legislation.
- 2.1.2 Ensure that the policies, procedures and training in the school are effective and comply with the law at all times.
- 2.1.3 Ensure that the school contributes to inter-agency working in line with the statutory guidance '*Working Together to Safeguard Children 2015*'.

- 2.1.4 Ensure that the school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures established by the Local Safeguarding Young people Board (LSCB).
- 2.1.5 Comply with its obligations under section 14B of the Young people's Act 2004 to supply the LSCB with information to fulfil its functions.
- 2.1.6 Ensure that a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of young person protection and in the event of allegations of abuse made against the headteacher or other governor.
- 2.1.7 Ensure that there is an effective Safeguarding Policy in place together with a Staff Behaviour Policy/Code of Conduct.
- 2.1.8 Appoint a member of staff from the school leadership team (SLT) to the role of designated safeguarding lead as an explicit part of the role-holder's job description. There should always be cover for the designated safeguarding lead.
- 2.1.9 Consider how young people may be taught about safeguarding, including online, and through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- 2.1.10 Prevent people who pose a risk of harm from working with young people by adhering to statutory responsibilities to check staff who work with young people, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- 2.1.11 Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- 2.1.12 Ensure that there are procedures in place to handle allegations against members of staff or volunteers.
- 2.1.13 Ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty.
- 2.1.14 Ensure that there are procedures in place to handle allegations against other young people.
- 2.1.15 Ensure that the young person's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual young people through ensuring there are systems in place for young people to express their views and give feedback.
- 2.1.16 Appoint a designated teacher to promote the educational achievement of 'looked after young people' and to ensure that this person has undergone appropriate training.
- 2.1.17 Ensure that staff members have the skills, knowledge and understanding necessary to keeping 'looked after young people' safe, particularly with regard to the young person's legal status, contact details and care arrangements.
- 2.1.18 Put in place appropriate safeguarding responses to young people who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation and prevent the risks of their disappearance in future.

## **2.2 The headteacher has a duty to:**

- 2.2.1 Safeguard young people's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

2.2.2 Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

### **2.3 The designated safeguarding lead has a duty to:**

2.3.1 Refer all cases of suspected abuse to the local authority children's social care, the Designated Officer (DO) for young person protection concerns, the DBS, and the police in cases where a crime has been committed.

2.3.2 Liaise with the headteacher to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Young people's Act 1989 and police investigations.

2.3.3 Act as a source of support, advice and expertise to staff members on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

2.3.4 Understand the assessment process for providing early help and intervention.

2.3.5 Have a working knowledge of how local authorities conduct a young person protection case conference and a young person protection review conference and be able to attend and contribute to these effectively when required to do so.

2.3.6 Ensure each member of staff has access to and understands the school's Safeguarding Policy and procedures, especially new and part-time staff members.

2.3.7 Be alert to the specific needs of young people in need, including those with special educational needs and/or disabilities and young carers.

2.3.8 Be able to keep detailed, accurate and secure records of concerns and referrals.

2.3.9 Obtain access to resources and attend any relevant or refresher training courses.

2.3.10 Encourage among all staff members, a culture of listening to young people and taking account of their wishes and feelings; in any measures the school may put in place to protect them.

2.3.11 Ensure the school's Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this duty.

2.3.12 Ensure the school's Safeguarding Policy is available publically and parents are aware of the fact that referrals regarding suspected abuse or neglect may be made and the role of the school in this.

2.3.13 Link with the local LSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.

2.3.14 Ensure that the pupil's young person protection file is copied when transferring to a new school.

### **2.4 All staff members are expected to:**

2.4.1 Read at least part 1 of the DFE guidance document "Keeping Children Safe in Education 2015

2.4.2 Be aware of systems within the school which support safeguarding (eg Safeguarding Policy, Staff Code of Conduct, identity and role of the Designated safeguarding Lead)

2.4.3 Be familiar with, and implement, safe working practices outlined in this policy and other school procedures

2.4.4 Be familiar with and alert to the key indicators of abuse, neglect and vulnerability to radicalisation

- 2.4.5 Ensure they take all reasonable steps to minimise the risk of harm to young people at the school and at home
- 2.4.6 Ensure they take all reasonable steps to challenge extremist ideologies
- 2.4.7 Contribute to a supportive culture where young people are able to report concerns
- 2.4.8 Report any abuse, suspected abuse or concerns regarding extremism/radicalisation to the Designated Safeguarding Lead(s) immediately
- 2.4.9 Report any concerns regarding the behaviour of an adult working at the school to the Headteacher and if the concern is regarding the Headteacher, then report this to the Chair of Governors
- 2.4.10 Undertake regular safeguarding and child protection training – at least every two years
- 2.4.11 Maintain an attitude of “it could happen here”
- 2.4.12 Promote the fundamental British values, including democracy, the rule of law, individual liberty, freedom of speech, freedom of thought, freedom of association, mutual respect and tolerance of different faiths and beliefs
- 2.4.13 Liaise with the Designated Safeguarding Lead to report to the police and discovery that Female Genital Mutilation appears to have been carried out on a girl under the age of 18
- 2.4.14 Safeguard young people’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- 2.4.15 Provide a safe environment in which young people can learn.
- 2.4.16 Identify young people who may be in need of extra help or who are suffering, or likely to suffer, significant harm.
- 2.4.17 Support social workers to take decisions about individual young people, in collaboration with the designated safeguarding lead.

### **3. Safer recruitment**

- 3.1 An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. HM Government have produced a [factual note on Regulated Activity in relation to Children: scope](#). Regulated activity includes:
  - a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,
  - b) work for a limited range of establishments (known as ‘specified places’, which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers;
- 3.2 Work under (a) or (b) is regulated activity only if done regularly. Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. This includes:
  - c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:
    - personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;
    - health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

### **3.3 The governing body will ensure that HR staff assess the suitability of prospective employees by:**

- 3.3.1 Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
- 3.3.2 Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- 3.3.3 Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- 3.3.4 Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State for Education, using the Employer Access Online service.
- 3.3.5 Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- 3.3.6 Verifying the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then the school will follow the advice set out on the GOV.UK website.
- 3.3.7 If the person has lived or worked outside the UK, making any further checks that the school considers appropriate.
- 3.3.8 Verifying professional experience and qualifications, as appropriate.
- 3.4 A DBS certificate will be obtained from the candidate before their start date, or in exceptional circumstances, as soon as practicable after appointment. In exceptional circumstances where a colleague may start work before a DBS is available, no candidate will start work without a risk assessment agreed by the Headteacher
- 3.5 An online update check may be undertaken through the DBS Update Service if the applicant has subscribed to it and gives their permission.
- 3.6 An enhanced DBS check with barred list information may be requested if there are concerns about an applicant even if he/she has worked in regulated activity in the three months prior to appointment.
- 3.7 An enhanced DBS check may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.
- 3.8 Written information about previous employment history will be obtained from the candidate and the appropriate checks undertaken to ensure information is not contradictory or incomplete.
- 3.9 References will be obtained directly from the referee and scrutinised with all concerns satisfactorily resolved, prior to confirmation of employment.
- 3.10 References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
- 3.11 Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.
- 3.12 Written notification will be obtained from any agency or third-party organisation contracted by the school, confirming that the organisation has carried out the same checks on an individual who will be working at the school that the school would otherwise perform.

- 3.13 Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.
- 3.14 An enhanced DBS certificate and barred list check must be obtained for all trainee teachers.
- 3.15 The school will refer to the DBS anyone who has harmed a young person, poses a risk of harm to a young person, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.
- 3.16 A supervised volunteer who regularly teaches or looks after young people is not in regulated activity.
- 3.17 No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.
- 3.18 An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after young people on an unsupervised basis or provide personal care on a one-off basis.
- 3.19 An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.
- 3.20 The school will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- 3.21 Unless there is a cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked.
- 3.22 A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.
- 3.23 Governors appointed prior to 1<sup>st</sup> April 2016 must obtain an enhanced DBS check by September 2016. Governors appointed after 1<sup>st</sup> April 2016 must apply for a DBS check within 21 days. Thereafter, all governors, in any type of school, maintained, independent, academy or free school, must have an Enhanced DBS certificate.
- 3.24 The school will ensure that any contractor or employee of the contractor, working at the school has been subject to the appropriate level of DBS check.
- 3.25 Contractors without a DBS check will be supervised if they will have contact with young people.
- 3.26 The identity of the contractor will be checked upon their arrival at the school.
- 3.27 The school will ensure that policies and procedures are in place to protect young people from harm during work experience placements.
- 3.28 The school will set up and maintain a single central record of whether or not the following checks have been carried out or certificates obtained from members of the governing body and all staff members, volunteers and other individuals working with young people in school:
  - 3.28.1 An identity check.
  - 3.28.2 A barred list check.
  - 3.28.3 An enhanced DBS check.
  - 3.28.4 A prohibition from teaching check.
  - 3.28.5 Further checks on people living or working outside the UK.
  - 3.28.6 A check of professional qualifications.
  - 3.28.7 A check to establish the person's right to work in the UK.
- 3.29 DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Data Protection Act 1998.

- 3.30 A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

#### **4. Training**

- 4.1 Staff members will be made aware of systems and policies within their school which support safeguarding during their HR inductions.
- 4.2 The designated safeguarding lead should undergo updated young person protection training every two years.
- 4.3 The headteacher and all staff members should undergo young person protection training which is updated regularly, at least every two years, in line with LA and DFE advice. This will be done by means of on-line training such as at [www.bradford.scb.org.uk](http://www.bradford.scb.org.uk) where for teaching staff the appropriate course would be "Awareness of Child Abuse and Neglect". Such training checks understanding by means of questioning.
- 4.4 All interviews for the recruitment of new staff will be led by a lead member of staff who has undergone the appropriate 'Safe Recruitment Training'

#### **5. Reporting**

- 5.1 Staff members should raise any concerns that they may have about a young person with the school's designated safeguarding lead, including situations of abuse which may involve other staff members.
- 5.2 The safeguarding lead will decide whether to make a referral to children's social care, but any staff member can refer their concerns to children's social care directly.
- 5.3 The referrer shall press children's social care for re-consideration if the decision was taken not to undergo an early help assessment and the young person's situation does not improve.
- 5.4 The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator (SENCO), general practitioner (GP), family support worker, and/or health visitor.
- 5.5 An inter-agency assessment will be undertaken where a young person and family could benefit from co-ordinated support from more than one agency. These assessments should identify what help the young person and family require in preventing needs escalating to a point where intervention would be needed.
- 5.6 A young person will immediately be referred to children's social care if there is a risk of immediate serious harm to a young person.
- 5.7 Staff members should raise concern about the actions of any colleague working in the school or in a 'regulated activity' role with a member of the SLT. This process is covered in the 'Whistleblowing' policy, "Confidential Reporting Code for Employees".

#### **6. Safe Practice**

- 6.1 Tong High School will comply with the current Safe Practice guidance.
- 6.2 Safe working practice ensures that students are safe and that all staff:

- 6.2.1 Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- 6.2.2 Work in an open and transparent way;
- 6.2.3 Work with other colleagues where possible in situations open to question
- 6.2.4 Discuss and/or take advice from Tong High School SLT over any incident which may give rise to concern;
- 6.2.5 Record any incidents or decisions made;
- 6.2.6 Apply the same professional standards regardless of gender or sexuality;
- 6.2.7 Be aware of confidentiality practice
- 6.2.8 Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

## **7. School Commitment**

- 7.1 Tong High School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some young people may be especially vulnerable to abuse. We recognise that young people who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some young people who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Safeguarding relates to:

- 7.1.1 Staff Conduct
- 7.1.2 Curriculum
- 7.1.3 Managing allegations against staff
- 7.1.4 Attendance
- 7.1.5 Safe recruitment and selection
- 7.1.6 Whistle blowing
- 7.1.7 Health and safety
- 7.1.8 Behaviour management
- 7.1.9 Managing building design
- 7.1.10 Young person Protection
- 7.1.11 Educational visits
- 7.1.12 E-Safety
- 7.1.13 Anti-Bullying
- 7.1.14 Education around 'keeping safe' including protection from grooming and radicalisation
- 7.1.15 FGM

Note: This list is not exhaustive.

- 7.2 We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our young people make good educational progress.
- 7.3 Young person abuse can take a variety of forms:
  - 7.3.1 Physical abuse involves: hitting, slapping, kicking, misuse of medication, undue restraint, shaking or other treatment of a young person that can cause actual bodily harm.

- 7.3.2 Sexual abuse involves: forcing or enticing a young person into sexual activities whether or not the young person is aware of what is happening. This includes non contact situations such as viewing young person abuse images.
- 7.3.3 Emotional abuse involves: persistent emotional ill treatment of young people, such as frightening them, or putting them in situations of danger. It is also an abuse to convey to young people the feeling they are worthless or unloved.
- 7.3.4 Neglect: and acts of omission are also a form of abuse. This could involve failure to provide an adequate level of care (e.g. food, warmth and failure to access medical care or services).
- 7.3.5 Female Genital Mutilation - FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences. Where staff have a concern, the school will activate local safeguarding procedures, using existing national and local protocols for multi agency liaison with police and children's social care. In line with Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), the school and its staff will fulfil the **statutory duty** to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

## 8. Further information of specific safeguarding issues

- 8.1 Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. NSPCC offers information for schools on its website [www.nspcc.org.uk](http://www.nspcc.org.uk). Broad government guidance on the issues listed below can also be accessed via the [www.gov.uk](http://www.gov.uk) website:
  - 8.1.1 child sexual exploitation (CSE)
  - 8.1.2 bullying including cyberbullying
  - 8.1.3 domestic violence
  - 8.1.4 drugs
  - 8.1.5 fabricated or induced illness
  - 8.1.6 faith abuse
  - 8.1.7 female genital mutilation (FGM)
  - 8.1.8 forced marriage
  - 8.1.9 gangs and youth violence
  - 8.1.10 gender-based violence/violence against women and girls (VAWG)
  - 8.1.11 mental health
  - 8.1.12 private fostering
  - 8.1.13 preventing radicalisation
  - 8.1.14 PREVENT for schools
  - 8.1.15 sexting
  - 8.1.16 teenage relationship abuse
  - 8.1.17 trafficking
  - 8.1.18 use of social media for online radicalisation

## **9. Recognising children who may be particularly vulnerable**

- 9.1 Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.
- 9.2 Children who are looked after are particularly vulnerable - the most common reason for children becoming looked after is as a result of abuse and/or neglect. The Designated Safeguarding Lead will ensure that staff have the skills, knowledge and understanding necessary to keep children who are looked after safe. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead will keep details of the child's social worker and the name of the virtual school head in the authority that looks after the child.
- 9.3 The School recognises that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.
- 9.4 To ensure that all of our students receive appropriate protection, we will give special consideration to children who are:-
- 9.4.1 disabled or have Special Educational Needs;
  - 9.4.2 living in a domestically abusive situation;
  - 9.4.3 affected by parental substance misuse;
  - 9.4.4 asylum seekers;
  - 9.4.5 regularly absent from school;
  - 9.4.6 attending alternative provision or subject to a managed move;
  - 9.4.7 living away from home (frequent movers);
  - 9.4.8 vulnerable to being bullied, or engaging in bullying;
  - 9.4.9 living in temporary accommodation;
  - 9.4.10 living a transient lifestyle;
  - 9.4.11 living in chaotic and unsupportive home situations;
  - 9.4.12 vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
  - 9.4.14 involved directly or indirectly in prostitution or child trafficking;
  - 9.4.15 speakers of another first language;
  - 9.4.16 children that are subject to a Child Protection Plan;
  - 9.4.17 children that may be vulnerable to messages of violence and extreme ideologies.

## **10. Safeguarding Information for students**

- 10.1 All students at Tong High School are made aware of a number of staff who they can talk to. The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a senior member of staff with responsibility for young person protection and know who this is. Students are informed of whom they might talk to, both in and out of the school, their right to be listened to and heard and what steps can be taken to protect them from harm. There are lessons taught to students that are designed to help keep students safe. PSHCE materials we use to help pupils learn how to keep safe are: E Safety, tutorial programme, assembly programme and this learning covers issues including SRE, CSE, FGM, Radicalism and Extremism, Gang Culture, Weapons, substance abuse
- 10.2 Our school will ensure that students are made aware that information can be found on notice boards, SPL offices and through tutorials and assemblies. Our school will ensure that pupils are made aware that information can also be found at "The Centre". There is clear guidance to all staff relating to the processes to follow if information is disclosed by a student. We reserve the right to protect the students' anonymity when we feel this is in the student's best interest. We always consult and take advice from the appropriate LA services.
- 10.3 School's arrangements for consulting with and listening to pupils are through student voice activities including the Student Council, tutorial programme and student surveys. The school's arrangements for consulting with and listening to students are through the Student Council. We make students aware of these arrangements through our pastoral system.

## **11. Supporting Students**

- 11.1 The school recognises that a young person who is abused or has witnessed violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a young person in these circumstances may feel helpless and humiliated. We recognise that a young person may feel self-blame.
- 11.2 The school recognises that it may provide the only stability in the lives young people who have been abused or who are at risk of harm.
- 11.3 The school accepts that research shows that the behaviour of a young person in these circumstances may range from that which is perceived to be normal, to aggressive or withdrawn.
- 11.4 The school will support all students by:
- 11.4.1 Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
  - 11.4.2 Promoting a caring, safe and positive environment within the school
  - 11.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of young people.
  - 11.4.5 Notifying Children's Social Care as soon as there is a significant concern.
  - 11.4.6 Providing continuing support to a student about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the student's new school (as soon as possible).

## **12 Partnership with Parents**

- 12.1 The school shares a purpose with parents to educate and keep young people safe from harm and to have their welfare promoted.
- 12.2 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 protect a young person.
- 12.3 Tong High School will share with parents any concerns we may have about their young person unless to do so may not be in the young person's best interests being mindful of guidance from Keeping Young people Safe in Education 2015 as follows:
- 12.4 "Governing bodies, proprietors and school or college leaders should ensure the young person's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual young people through ensuring there are systems in place for young people to express their views and give feedback. Governing bodies and proprietors should ensure that staff members do not promise confidentiality to the young person and always act in the interests of the young person."
- 12.5 We encourage parents to discuss any concerns they may have with their young person's' student progress leader, deputy student progress leader or someone from the senior leadership team.

## **13. Partnerships with others**

- 13.1 Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners. We work closely with the police through Safer Schools Partnership, Social Care, Health Service including CAMHS and TAMHS, LA designated staff and, the Behaviour and Attendance Collaborative. We continue to develop working partnerships with agencies and charities that support our most vulnerable students. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all young people.

## **14. Young People Missing from Education**

- 14.1 The school follows the Bradford procedure "Young people Who May Be Missing/Lost From Education". Where young people on roll at a school do not turn up, and this school has made the usual enquiries they will refer the case to the Education Social Work Service in the usual way. If the allocated worker cannot locate the young person/family they will inform the Young People Missing Education team and the school will be advised by them or the ESW Service that they can take the young person off roll (normally after 4 weeks). The school maintains accurate updated lists of any student who is taken off roll and the reasons for this.

## **15. Pupil Information**

- 15.1 Our school will endeavour to keep up to date and accurate information in order to keep young people safe and provide appropriate care for them. To do this, the school requires accurate and up to date information regarding:

- 15.1.1 names and contact details of persons with whom the young person normally lives
- 15.1.2 names and contact details of all persons with parental responsibility (if different from above)
- 15.1.3 emergency contact details (if different from above)
- 15.1.4 details of any persons authorised to collect the young person from school (if different from above)
- 15.1.5 any relevant court orders in place including those which affect any person's access to the young person (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- 15.1.6 if the young person is or has been on the Young person Protection Register or subject to a care plan
- 15.1.7 name and contact details of G.P.
- 15.1.8 any other factors which may impact on the safety and welfare of the young person

15.2 The school will collate, store and agree access to this information

## **16. Related Policies/documents**

16.1 Policies in this school relating to Safeguarding include:

- 16.1.1 Behaviour and Safety (including anti bullying and anti discrimination)
- 16.1.2 Health and Safety
- 16.1.3 Checks and Vetting Policy
- 16.1.4 Whistle Blowing
- 16.1.5 SEN
- 16.1.6 Care and Control
- 16.1.7 EV Policy
- 16.1.8 Risk Assessments