



Policy Title: CHILD PROTECTION AND SAFEGUARDING POLICY AND PROCEDURES	
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Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

All Staff recognise their responsibility in taking action where a child is suffering significant harm or is likely to do so. The school also has responsibility to take action to promote the welfare of the child in need of additional support even if they are not suffering harm or at immediate risk.

The Government requires schools to report any obvious or suspected cases of child abuse to social care. There is a mandatory duty to report to the Police where it is discovered (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18 years.

This procedure is intended to protect children at risk and staff are encouraged to take the attitude where there are grounds for suspicion it is better to be safe than sorry.

All school staff should be prepared to identify children who may benefit from early help, especially important due to the nature of our pupils communication needs.

Staff have been made aware that anybody can make a referral and that if the child's situation does not appear to be improving the staff member with concerns should press for re-consideration, or make a direct referral themselves to Social Services.

It is hoped parents will appreciate the difficulties of carrying out this delicate responsibility, as we act in what is believed to be the child's best interest.

These procedures have been written with reference to the Nottingham City & Nottinghamshire Safeguarding Children Board's Child Protection [Procedures](#) (which apply to all children under 18 who live permanently in Nottingham or Nottinghamshire and to those who are temporarily resident) & to I CAN's Policies for Safeguarding and Protecting Children and Young People. They should be read with knowledge of the following guidance documents:

- Keeping children safe in education (KCSiE) (DfE September 2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf
- Working together to safeguard Children (DfE July 2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf
- What to do if you're worried a child is being abused (DfE March 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

“Safeguarding is everyone’s responsibility”

Everyone who comes into contact with children and their families has a role to play in safeguarding children. All staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. However, staff from part of the wider safeguarding system for children as described in statutory guidance [Working together to safeguard children 2018](#). The school commits to working with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The school has a designated safeguarding lead (DSL) Jenny McConnell, who is supported by Kathy Horton, Rebecca Baxter and Philip Chandler who have also completed Designated Lead training. In addition, designated staff all attend refresher training or undertake other CPD at least annually to keep their skills and knowledge updated. The role of the designated lead is outlined in appendix 1. Together they form the safeguarding team which ensures staff have access to 24 hour advice and guidance.

The Designated Safeguarding Lead receives regular safeguarding supervision from ICANs Director of Education and the safeguarding team meet weekly. Any discussion in supervision of an individual child for whom there are concerns will be recorded on the child's chronology in their CP file. The emotional impact for all staff of working on such cases is recognised and all staff are supported accordingly.

The safeguarding team provides support to staff members in carrying out their safeguarding duties and liaises closely with other services such as social care.

Staff know their responsibilities to promote the welfare of children and protect them from harm and that it is a collective responsibility. Everyone in school who comes into contact with children and families has a role to play.

Pupils are taught about safeguarding including e-safety and sexting, as part of a broad and balanced curriculum. This includes covering relevant issues through the PHSE and SRE programmes. The school actively seeks advice and guidance from outside agencies such as NSPCC and SEXions who have also delivered programmes to children.

Dawn House School seeks to safeguard and promote the welfare of its pupils and to create an atmosphere where pupils feel secure, valued and are listened to.

Pupils may approach any member of staff for help and everyone who works here will be given regular training and information in order that they know: :

- The signs and indicators of abuse and neglect
- What to do if a pupil makes a disclosure
- What to do if a pupil's behaviour or physical condition causes concern
- How to pass on concerns about the behaviour of any adult

All staff members should be aware of systems within school which support safeguarding and these will be explained to them as part of induction.

This will include:

- The Child Protection Policy
- The Staff Code of Conduct
- The Whistleblowing Policy
- The School Behaviour Policy
- Personal Phone and Portable Device Policy
- The role of, and how to contact, the Designated Safeguarding Lead and deputy designated staff.

Copies of policies and a copy of Part one and Annex A of Keeping Children Safe in Education should be provided to staff at induction.

All staff members will receive appropriate safeguarding and child protection training which is regularly updated. This will include aspects such as Sexual Exploitation, FGM, Radicalisation, Modern day slavery human / trafficking, Peer on Peer abuse etc. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All supply staff will receive information regarding the school's staffing and safeguarding procedures.

Staff are made aware of the signs of abuse and neglect and the guiding principle is an attitude of 'it could happen here' where child protection and safeguarding are concerned:

Types of abuse and neglect

Definition of Abuse – a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. (Working together 2015)

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely, standalone events that can be covered by one definition or label. In many cases, multiple issues will overlap with one another.

Physical abuse

A form of abuse which 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

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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 masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting, sexual violence and sexual harassment. Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. School and college staff can access government websites.

There has been additional training for all staff at Dawn House on the following:

Children missing from education

A child going missing from education is an indicator of abuse or neglect. Staff are made aware of their responsibility to report concerns to the Wellbeing Lead [families] who has responsibility to contact families and other agencies on the first day of absence and when there are repeated absences. By doing so it minimises the risk of abuse and neglect including sexual exploitation and reduces the risk of going missing in future.

All staff have received training in the signs to look out for when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The school is aware of its responsibility to inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

The school has an Attendance Policy which details the school's response to absence related concerns.

Child sexual exploitation

Staff have received training in child sexual exploitation [CSE] and are aware that child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. However staff have been made aware it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

So called Honour Based Violence including Female Genital Mutilation (FGM)

Honour based violence (HBV) includes forced marriage, FGM, breast ironing and other forms of abuse linked to a perceived need to protect the honour of a family or community. All forms of HBV are child protection / safeguarding issues and any concerns about a pupil must be passed to the designated staff without delay.

Staff have received training in Female Genital Mutilation (FGM) and are aware it comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Staff have been made aware it is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff are aware of the need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. All staff are aware they should raise and FGM related concerns with the DSL or deputies and recognise the legal requirement to report to the police.

Staff have also been made aware of breast ironing.

Modern Day Slavery Human Trafficking

Modern slavery is a serious crime. It encompasses slavery, servitude, and forced or compulsory labour and human trafficking. Modern slavery victims can often face more than one type of abuse and slavery, for example if they are sold to another trafficker and then forced into another form of exploitation.

A person is trafficked if they are brought to (or moved around) a country by others who threaten, frighten, hurt and force them to do work or other things they don't want to do.

Staff will receive training around Modern Day Slavery highlighting the vulnerabilities of our pupil cohort.

Children with disabilities and special educational needs

At Dawn House School we recognise that children with disabilities and additional needs are at greater risk of abuse, particularly if they have communication needs.

Safeguarding disabled children demands a greater awareness of their vulnerability, individuality and particular needs; they may be especially vulnerable to abuse for a number of reasons. Some disabled children may:

- Have fewer outside contacts than other children;
- Receive intimate care possible from a number of carers, which may increase the risk of exposure to abusive behavior and make it more difficult to set and maintain physical boundaries;
- Have an impaired capacity to resist or avoid abuse;
- Have communication difficulties that may make it difficult to tell others what is happening;
- Be inhibited about complaining for fear of losing services;
- Be especially vulnerable to bullying and intimidation;
- Be more vulnerable than other children to abuse by their peers.

Staff training reminds staff that behaviours that could be attributed to the additional need may instead be indicators of abuse or neglect and any concerns should be passed to the DSL on a *cause for concern* form for further consideration.

Actions

If staff have a concern that a girl may be at risk of FGM or breast ironing they should follow the school's safeguarding procedures and inform the school's designated lead who will liaise with police and social care.

Where a member of staff discovers that an act of FGM appears to have been carried out on a girl aged under 18 years they have a statutory duty to report it directly to the police. The DSL should also be informed unless there is good reason not to do so.

Those failing to report such cases will face disciplinary sanctions.

It will be rare for staff to see visual evidence and **they should not be examining pupils**. The definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom the mandatory reporting duty applies.

Preventing Radicalisation

The school appreciates that protecting children and young people from the risk of radicalisation is part of our wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

Staff have undertaken Prevent training delivered by Nottinghamshire Police Force OR completed annual EduCare modules and appreciate it is possible to intervene to

prevent vulnerable people being radicalised. Staff are aware it can happen in many different ways and settings and that specific background factors may contribute to vulnerability often combined with specific influences such as family, friends or on-line and with specific needs for which an extremist or terrorist group may appear to provide an answer.

The internet and social media in particular is a major factor in the radicalisation of young people and as such the communication difficulties experienced by our young people place them at even greater risk.

As with managing other safeguarding risks staff need to be alert to changes in children's behaviour which could indicate they may be in need of help or protection. If such concerns arise staff should consult with the DSL and safeguarding team who will use their professional judgement about whether the child is at risk of radicalisation and respond proportionately. This may include a referral to the Channel programme.

Staff are reminded that colleagues, parents or visiting professionals could also hold extremist views or be at risk of radicalisation; any concerns about the conduct of an adult should be passed to the DSL or Principal on a *cause for concern* form without delay.

Prevent

The Prevent lead / Single point of contact (SPoC) at Dawn House is Jenny McConnell who has attended additional training in line with LSCB guidelines.

The Prevent governor is Judy Clegg.

The school is aware of its duty to have due regard to the need to prevent people to being drawn into terrorism. This duty is known as the Prevent Duty. The school will follow the four general themes:

- Risk assessment - identify individual children who may be at risk of radicalisation and what to do to support them.
- Work in Partnership - by following policies and procedures of the local safeguarding children's board.
- Staff training – ensure staff have received Prevent awareness training to equip staff to identify pupils at risk of being drawn into terrorism and challenge extremist ideas.
- Use of IT – ensure suitable filtering is in place to keep pupils safe from terrorist and extremist material in accessing the internet. Pupils are taught about on-line safety generally.

Channel

Staff have received training and understand when it is appropriate to make a referral to the Channel programme which focusses on providing support at an early stage to pupils who have been identified as vulnerable to being drawn into terrorism.

Staff who have such concerns should report to the DSL, or other member of the safeguarding team, who, when appropriate, will make a referral.

Staff are aware an individual's engagement with the programme is entirely voluntary at all stages.

Locating advice to other specific safeguarding issues is detailed in Appendix 3.

Whatever the nature of the safeguarding concern, staff should always act in the interest of the child/young person.

Dedicated DfE telephone helpline for school staff and governors



Department for Education

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to: counter.extremism@education.gsi.gov.uk.

Please note that the helpline is **not intended for use in emergency situations**, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Further details about the helpline and **what to do if you have a concern** can be found in 'The Prevent duty: Departmental advice for schools and childcare providers' which is available at: www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Dealing with Disclosures

Dealing with disclosure is never easy but the following guidelines will help you:

- Receive:** Listen to what is being said / communicated but never display shock or disbelief.
Accept what the child is telling you.
Remember that disclosure does not have to be verbal – children may sign their disclosure instead
- Reassure:** Only as far as is honest and reliable.
Do not promise confidentiality – you have a duty to refer.
Do reassure and alleviate the guilt if the pupil refers to it.
Do acknowledge bravery in telling.
- React:** As far as necessary to establish whether you need pass the matter on.
Do not interrogate or ask for full details – ask questions only to clarify the information you are being given.
Do not ask leading questions (questions that require yes / no answers) and do not ask “why” questions.

Do not ask the pupil to repeat what they have said to another member of staff.

Remember that children with communication difficulties may need additional support to tell you about their worries

Explain what you have to do next.

- Respond:** Make a record of what was said and any context / antecedents on a *cause for concern* form which must be signed and dated. Refer the matter on as set out in the procedures as quickly as possible.
- Child Protection matters should take precedence over all other work.**

Reporting Child Protection and Safeguarding Concerns

All child protection matters must be reported to the DSL, Jenny McConnell using the school's *cause for concern* form.

- If the DSL (Jenny McConnell) is not available take your concerns to: Kathy Horton, Philip Chandler or Rebecca Baxter
- In the absence of the above take your concerns to the nominated member of SLG who is in charge of the school for the day. During the evening Rebecca Baxter or the nominated senior leader on call.

They will ensure that any urgent issues are reported to the DSL or deputies for immediate action.

The principal will be kept informed of all child protection concerns by the named DSL deputies.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. The Nottinghamshire multi agency safeguarding hub (MASH team) 0300 5008090 email: mash.safeguarding@nottscc.gcsx.gov.uk

- Staff will be asked to provide an accurate signed record of the report using the *cause for concern* form. Any rough notes must be securely attached to the *cause for concern* form.
- The DSL or deputies will check all the facts as they are known and make a note of the concerns, the date and time.
- The DSL and deputies will take into account wider environmental and situational factors to ensure Contextual Safeguarding practise.
- All records will be kept securely in the Child Protection file in the DSL's (Jenny McConnell's) office. The DSL or senior leader will then follow the appropriate course of action.

- This may include making a record but taking no further immediate action, seeking further advice, or where necessary referring directly to the relevant authority without delay. If no action is to be taken, the DSL will note the rationale for this on the record.
- Where it is felt that a child and family would benefit from coordinated support from more than one agency, one of the safeguarding team will arrange an inter-agency assessment.
- Following a referral to the appropriate social services department, the child's placing authority, and I CAN's safeguarding lead (Deirdre Fitzpartick) will be informed.
- The pupil's main school file (located in the file room) will be marked with a red dot to signify that additional confidential records are kept for that pupil.

The school will co-operate with actions determined by Social Care and the Police.

Please remember: you should always discuss any concerns that you may have with the DSL or deputy **as soon as possible**. Although the information that you have may appear to be insignificant, it might form part of a broader picture which is not apparent to you.

If in doubt: pass your concerns on, by completing a *cause for concern* form.

If you feel that your concerns have not been listened to through the school processes then you should press for re-consideration. If concerns remain any member of staff can refer to children's social care directly. The Nottinghamshire Multi Agency Safeguarding Hub (MASH Team) can be contacted on: 0300 500 80 90 Email: mash.safeguarding@nottscc.gcsx.gov.uk

*The MASH is the **single point of contact for all professionals** to report safeguarding concerns.*

IT IS NOT APPROPRIATE TO DISCUSS CONCERNS WITH THE SCHOOL NURSE / MEDICAL STAFF UNLESS ASKED TO DO SO BY THE DSL, or DEPUTY

Confidentiality

- 1.1. Dawn House School recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.
- 1.2. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- 1.3. All staff must be aware that they cannot promise a child or parent to keep secrets which might compromise the child's safety or wellbeing.
- 1.4. We recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Principal or DSLs will only disclose information about a child to other members of staff on a need to know basis.
- 1.5. We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with MASH on this point.

Child Protection Matters Concerning Actions by Pupils

We recognise that children may be harmed by other children in a number of ways including bullying and cyberbullying, sexting, inappropriate or sexually harmful behaviour, grooming and gender based violence. At Dawn House School we minimise the risk of peer abuse through the curriculum and a range of existing policies:

- E-safety
- Anti-bullying
- SRE
- PSHE
- Prevent / Fundamental British values
- Formal and informal curriculum on healthy relationships, safe touch, consent, etc

Given the age range of the students, staff are advised to be alert to student relationships and the potential of peer abuse due to the significant gender imbalance. Pupils may be particularly vulnerable in the residential setting, and as such, senior leaders work closely with the Standard 20 unannounced visitor to identify and address any potential risks.

Following a disclosure which concerns action by pupils

A member of staff receiving a disclosure or witnesses an incident of a child protection matter which **concerns actions by children (peer abuse) should:**

- Deal with the immediate situation appropriately – ensuring that the safety and supervision of all concerned and drawing upon the assistance of other members of staff where necessary.
- Immediately report the concerns on a *cause for concern* form to the DSL or Senior Leader in charge of school, or to Head of Care during out-of-school hours.

Any concern that a pupil may have experienced or is at risk of significant harm from another child will be referred to children's social care, police and / or other agencies as appropriate.

Looked after children

A designated teacher, Heather Benjamin, has been appointed to promote the educational achievement of looked after children.

The safeguarding team have undertaken training to develop the skills, knowledge and understanding necessary to keep looked after children safe.

Information about the child's looked after legal status, care arrangements and levels of authority delegated to the carer, contact with birth parents, those with parental responsibility, details of the child's social worker and the name of the virtual school's head in the placing authority are identified at the initial placement meeting.

Managing allegations made against a member of staff or volunteer

To fulfil its commitment to the welfare of children, Dawn House School has a procedure for dealing with allegations of abuse against members of staff and volunteers. The school's procedures are detailed in '**Dealing with Allegations of Abuse against members of Staff and Volunteers Policy.**'

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant guidance and in the local inter-agency procedures. The policy should be read in conjunction with the **I CAN Whistle Blowing Policy and Dawn House Staff Code of Conduct.**

If a pupil discloses any concerns about the action of a member of staff or if you witness any inappropriate action by a colleague or if you have any concerns about the actions of a colleague you should inform the Principal / DSL or in their absence inform the I CAN safeguarding lead immediately and they will inform the Principal. If the matter concerns any of these leaders then inform the Principal.

If your child protection concerns relate to action of the Principal, you should report them to Bob Reitemeier, I CAN's Chief Executive: telephone number: 0207 843 2511.

Whilst it might be difficult to pass on such a concern, staff must remember that the welfare and protection of the pupils is of paramount importance.

Following an allegation concerning a member of staff or volunteer the school's 'Dealing with Allegations of Abuse Against Members of Staff and Volunteers' policy will be implemented.

The individual who first witnessed the concern should make a full written record of what was seen, heard and/or told as soon as possible after observing the incident or receiving the information. It is important that the report is an accurate description. The Principal or Designated Safeguarding Lead (if appropriate) can support the worker during this process but must not complete the report for the worker. This report must be made available on request from either the police and/or social services.

Never discuss or report disclosures to the person who is the subject of the concern.

Regardless of whether a police and/or social services investigation follows, Dawn House School and I CAN will ensure that an internal investigation takes place following the principles and procedures of the policy.

All staff are expected to follow the Code of Conduct. Contractors, taxi drivers, escorts, visitors to the site will be informed of standards of behaviour and issued with guidelines about appropriate ways of interacting with our pupils (see Appendix 5).

Raising concerns about safeguarding practice within Dawn House School

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. Appropriate whistleblowing procedures are included in staff training, as detailed in the I CAN Whistleblowing policy. Concerns are to be raised with the senior leadership team in the first instance.

Where a staff member feels unable to raise the issue with the senior team or feels that their genuine concerns are not being addressed, they should contact **Deirdre Fitzpatrick, I CAN's Designated Safeguarding Lead.**

If a member of staff feels unable to report their concerns to senior leaders, they should instead contact either the Local Authority safeguarding adviser or the NSPCC whistleblowing helpline on 0800 028 0285.

Being involved in child protection matters can be very distressing and stressful. However you can be assured that by following this policy and procedure you will be doing all you can to protect the pupil.

If you need further support this is available from your line manager, Principal and / or Wellbeing Team. In addition counselling will be available through I CAN’s occupational health service.

Record keeping and retention

Child protection / safeguarding files are kept securely in a locked cabinet accessed only by the DSL, deputies and Principal. If any other individual requires sight of a record (e.g. police, Ofsted inspector) the date, name and reason will be recorded on the child’s chronology.

Each pupil for whom there are safeguarding concerns will have their own file; the front sheet of the file will include contact details of those with parental rights / responsibility, any other agencies involved and contact details of allocated social workers, etc. All *cause for concern* forms are kept in the child’s CP file and a chronology will be kept for each child that has a CP file.

On leaving Dawn House School, child protection files are handed to the new establishment within 5 days and transferred separately from any other pupil information. If the file cannot be transferred by hand, we will send it by recorded delivery, having notified the DSL of the new school to expect it. We do not copy CP records, except where the original has been posted to a new setting in which case the photocopy will be destroyed as soon as safe receipt is confirmed. Written confirmation of receipt of the file will be requested from the new establishment. Dawn House School will retain a copy of the chronology if one exists – the last entry on the chronology will be the record of when, how and to whom the CP file was passed.

If a pupil leaves Dawn House School but is not joining another education setting, the CP file will be archived in line with the following schedule:

Child protection concerns led to referral to social care, or there was s47 / CP / multi-agency intervention	CP file will be retained for 35 years from date the child left Dawn House School
Concerns were low level – did not lead to referral or inter-agency involvement	File will be retained until the child’s 25 th birthday
Childs was looked after by the Local Authority	All records will be retained for 75 years

Safer Recruitment

Dawn House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The School recognises the vulnerability of the children and young people in its care and is committed to operating to the highest standards when recruiting employees. The School accepts that it is vital to adopt recruitment and selection procedures that help to deter, reject or identify people who might abuse children, or are otherwise unsuited to work with them.

The school recognises that safer practice recruitment requires considering and including issues to do with child protection, safeguarding and promoting the welfare of children at every stage of the process. This starts with the process of planning the recruitment exercise and where the post is advertised, ensuring that the advertisement makes clear the school's commitment to safeguarding and promoting the welfare of children. It also requires a consistent and thorough process of obtaining, collating, analysing and evaluating information from and about applicants as detailed in Part 3 of KCSIE, September 2018.

Dawn House School's Safer Recruitment Policy details the school's practice and procedures in this area.

Informing I CAN leadership

- In the overall line management of the schools, safeguarding catch ups will occur between the principal of Dawn House School and the I CAN safeguarding lead. These will happen on a termly basis at a minimum.
- For some instances of safeguarding, it is necessary to inform the I CAN safeguarding lead immediately.
- The threshold for informing the ICAN safeguarding lead includes any of the following :-
 - Actual referral to Social Services Any serious allegation made by a pupil
 - A serious allegation made against a member of staff
 - (A serious allegation is one involving any of the five key areas of causes for concern)
- The chain of information would be as follows:
 - Designated Safeguarding Lead (or the Deputy in the absence of the DSL) informs I CAN safeguarding lead and Chair of Governors
 - I CAN safeguarding lead informs CEO
 - CEO informs Chair of Trustees, if appropriate
- The Director responsible for safeguarding would then ensure regular updates (as deemed appropriate) from the Designated Safeguarding Lead within the school. Following the resolution of a serious safeguarding incident, it is important to reflect on procedures with all staff involved in the school. The Director responsible for safeguarding would be present at these meetings.
- Any allegations involving the Principal will be reported directly to the CEO of I CAN.
- The DSL may speak to I CAN's safeguarding lead if support is required in the consideration of whether to make a referral to Social Care.

Appendix 1

Role of the school's designated safeguarding lead (DSL)

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

Refer all cases of suspected abuse to the local authority children's social care and:

- The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the Principal to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

Engage in appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- Engage in regular supervision to access support and guidance in undertaking and implementing their responsibilities.

Raising Awareness

The designated safeguarding lead should ensure the school's policies are known and used appropriately:

- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies and ICAN regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this process.
- Link with the local NSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Appendix 2

Conduct Information & Advice for Visitors to Dawn House School

Dawn House School offers day and boarding provision for children & young people, aged 5-19 years who have a Speech & language Impairment, which means that they all experience difficulties in communication with others.

Most of our pupils look and sound like those in any mainstream school and appear to be active, healthy and physically able.

Their conversation and speech will often sound clear and sensible, and if this is your first contact with Dawn House School you may be wondering why some of them are placed here.

Please do not be mis-led by the apparent levels of ability of our pupils. Each of them has very complex and individual difficulties, and in addition to their speech language communication difficulties, many have additional health problems.

One of the common problems facing adults at Dawn House School is the lack of social awareness which the pupils have. This can mean that their behaviour is inappropriate at times, and that they can be physically demonstrative by hugging or touching people that they do not know well.

It is particularly important for adults to be aware of this and to ensure that they avoid situations developing which allow the children and young people to become over-friendly or familiar.

Play-fighting and inappropriate touching between adults and pupils is NOT allowed under any circumstances, and it is important to avoid being alone with a pupil without informing a member of staff of your whereabouts.

Appendix 3

Specific safeguarding issues

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

- Child missing from education – and see page 16 (KCSIE September 2018)
- Child missing from home or care
- Child sexual exploitation (CSE) – and see page 16 (KCSIE September 2018)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – and see page 19 (KCSIE September 2018)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Peer on Peer abuse
- Mental health
- Private fostering
- Preventing radicalisation – and see page 21 (KCSIE September 2018)
- Sexting
- Teenage relationship abuse
- Trafficking
- Hate Crime

- Mobile Technologies