



# **Abbey School**

# **Safeguarding Policy**

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Adopted by Governors:  
Reviewed: Sept 2016  
Review frequency: Annually  
Next review date: July 2017  
Staff responsible: Safeguarding Lead

Introduction:

Ofsted defines safeguarding as follows:

- Promoting good attendance at school
- Ensuring positive and safe behaviour and eliminating bullying and other forms of harassment
- Providing support for children with emotional and social difficulties
- Minimising exclusions from school
- Improving security on school sites
- Health and Safety in school and out of school activities

At Abbey Special School we believe that safeguarding and promoting the wellbeing of the pupils is the responsibility of everyone.

We actively work with all agencies to ensure that information is shared with those working for the best interest of the young person.

Our duty of care sits alongside all other statutory duties.

1. Health & Safety at work act 1974
2. Offences Against the Person Act 1861
3. The Children and Young Persons Act 1933
4. Health & Safety at Work Act 1974
5. Violence at Work 2003
6. Manual Handling Regulations 1992
7. The Children Act 1989 / National Minimum Standards
8. United Nations Convention on the Rights of the Child (ratified 1991)
9. Human Rights Act 1998
10. Disability Rights Act 2001
11. The Children Act 2004
12. Mental Health Act 2007 Part 2 made amendments to The Mental Capacity Act 2005(MCA) by the introduction of deprivation of liberty safeguards(MCA Dols)
13. Section 93 Education & Inspection Act 2006
14. Section 45 Violent Crime Reduction Act 2006
15. Use of Force Guidance April 2012 ( England)
16. National Minimum Standards Sept 01 2011 ( England – Residential Special Schools and Children’s Homes)
17. DfE ‘Keeping children safe in education’ 2016
18. DfE ‘Working together to safeguard children 2015
19. DfE ‘What to do if you’re worried a child is being abused’ 2015
20. DfE ‘Information sharing’ 2015

Through our day to day contact with the young people and our direct working with families, we at Abbey Special School are in a crucial position for noticing indicators of possible abuse and will ensure that all staff know how to alert others and who to report to should the need arise.

We undertake to ensure that our staff is well trained in recognising these indicators and what to do in the event of concern.

Abbey Special School aims to take a proactive approach in identifying and supporting pupils who may have been identified as being in need of protection. We will provide a named person/s that will be available to the young person should they need to speak to someone and staff will adopt an open attitude and actively listening approach.

### **WHO IS AN ABUSED CHILD?**

An abused child is someone under the age of 18 years who has suffered physical injury, physical neglect, non-organic failure to thrive, emotional or sexual abuse which the person or persons who had custody, charge or care of the child either caused (acts of commission) or knowingly failed to prevent (acts of omission).

Some children will be at particular risk where another child in the household has been harmed or the household contains or is regularly visited by a suspected or convicted child abuser (person posing a risk (PPR) to children. **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 by another child or children.

### **TYPES OF CHILD ABUSE**

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

**Neglect:** 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.

At Abbey Special School we aim to work within the following areas:

**PREVENTION:**

Abbey Special School will aim to empower our pupils through teaching and pastoral support. Making the pupils feel safe and confident and by raising self-esteem and self-worth. Promoting an ethos where they can talk open and honestly and feel listened to and believed.

**PROCEEDURES:**

Abbey Special School will ensure a robust system of reporting and recording that all staff have read and understood.

We have 2 forms for reporting and recording. The first CAUSE FOR CONCERN. This is a yellow form. This is for the times when, knowing the pupil that you are working with, you have reason to be concerned about issues or by something that has been said that you want noting. This should be done as soon as is possible to do. This form can be found on staff shared folder and in the staffroom attached to the safeguarding notice board.

The 2<sup>nd</sup> is a SERIOUS CONCERN where you have information that needs to be shared with other agencies or authorities. This also has a body map to record any marks observed. Staff are to be made aware that no photographs are to be taken. These should be taken immediately to DSL. Non-attendance at school for a child on a Child Protection Plan is a cause for concern. Admin are to alert DSL. This form can be found on staff share in the staff shared file.

There is a pocket sized pamphlet that will be handed to all staff, supply staff and other visitors to the school detailing the correct routes for reporting and recording incidents. Forms are then to be given to Luci Windle (Headteacher -Designated Safeguarding Lead), Wayne Askham (Deputy Designated Safeguarding Lead )or Maxine Bolsover (Deputy Designated Safeguarding Lead) who will then offer appropriate support to the pupil. If all not in school Rachel Yorke Assistant Headteacher.

If you become aware of any physical injury to a child, ask for an explanation as to how it occurred. Any explanation should be written down, dated and signed by the member(s) of staff involved. Staff should also be alert to any changes in the behaviour of the child, particularly if there are no obvious explanations for such a change. These concerns should be brought to the attention of Luci Windle-DSL or Wayne Askham- Deputy DSL/Maxine Bolsover-Deputy DSL.

If you make an observation or child discloses information that causes you concern, try to respond in the same way you would any other event or story, using positive body language. Try to encourage the child's disclosure without interrogating, pre-empting or suggesting what the child might be trying to say. Try not to show disapproval, disbelief or disgust (research indicates that this is one of the principal reasons for children 'not telling') and inform the child that you must pass the information on because you are concerned for them and you are not keeping secrets. Make specific, signed and dated record of any disclosure, using the forms provided and alert DSL or deputy DSL. In all circumstances this needs recording and handing to the DSL and deputy DSL. You do not make a judgement whether it's true or false.

Children and young people with special educational needs such as physical, sensory, behavioural, learning and communication disabilities may be at higher risk of abuse. Some do not understand what is being done to them and others do not have the necessary skills to refuse unwanted advances or to alert parents, professionals or concerned adults verbally to their distress. We will work with our students to educate them and alert them to the dangers around them both in Pastoral support and also with curriculum lessons concentrating on how to keep themselves safe including online safety. Any suspicions, concerns or disclosures should be treated as confidential and should only be discussed with DSL or deputy DSL. Other staff or organisations will be informed on a 'need to know' basis by the designated people indicated above.

All communication regarding suspected child abuse should be made through Head Teacher, Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. They will then take appropriate action. It is important that individual members of staff do not act independently. In cases of suspected or actual child abuse only HT, DSL or Deputy DSL should make a referral to Single Point of Access Referral Team. All relevant information will then be shared with staff as appropriate.

All information pertaining to safeguarding children (child protection) must be kept strictly confidential and great care must be taken when compiling records and/or dispersing information. Safeguarding files are kept separately to individual school records in a locked cabinet in DSL's room. Each child will have their own file and reporting forms kept in chronological order.

#### **SUPPORT:**

To pupils, parents and staff – who may have been abused or affected by issues of abuse. Following an allegation of child abuse, Abbey School recognise the emotional impact this can have on a member of staff where their relationship with the child has meant that they are the person to whom the child has made a disclosure. Staff will therefore always be offered the opportunity to reflect on the experience and to receive a 1:1 supervision meetings with either the DSL or deputy DSL where they feel that this would be helpful. The DSL and deputy DSL are also given opportunity for supervision with an outside experienced professional.

We will offer support to pupils who have been identified as being at risk of being exploited and will liaise with all relevant agencies e.g. Sexual exploitation team, agencies working with young woman at risk of arranged marriages and Female Genital Mutilation.

#### **INFORMATION**

##### **ALLEGATIONS OF ABUSE AGAINST STAFF**

There are circumstances where either a member of staff has a concern relating to an adult within school. Alternatively a child may make a disclosure against a member of staff. All allegations against staff should be reported immediately to the Headteacher unless the allegation is against the Head Teacher, in that instance then it should be reported to Mr J Irwin the Chair of Governors. The contact details for the C of G can be obtained from the school office.

Further information on safeguarding procedures and the Children's Act can be found at [www.rscb.org.uk](http://www.rscb.org.uk) or if intranet is available then Safeguarding Children's Board.