

## **Part B - Vyners School**

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## Vanguard Learning Trust Part B - Vyners School Safeguarding Procedures

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### 1. Key personnel - Vyners School

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**The Headteacher Designate is:**

Mr Gary Mullings

**The Designated Safeguarding Lead for child protection is:**

Mrs Emma Bashford Hynes

**The Deputy Designated Safeguarding Leads are:**

Mrs Alison Foster and Mr Liam O'Connor

**The Safeguarding Officer is:**

Mrs Martina Reed

**The Safeguarding Governor is:**

Mrs Claire Clarke

**The Designated Lead for Looked After Children is:**

Ms Sam Kendall

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### 2. Procedures for monitoring, recording and reporting

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Staff may be given information by students, which raises a child protection concern. If this is the case staff should:

Complete a CPOMS alert and inform a member of the Safeguarding Team as soon as possible if a child is in immediate danger.

Records may be used in legal proceedings and must be kept accurate and secure. All records should be passed to the safeguarding team and should include factual information rather than assumption or interpretation. The child's own language should be used to quote rather than a translation.

Records may be used at a later date to support a referral to an external agency.

All safeguarding information is recorded on CPOMS by the safeguarding team.

If the DSL/Deputy DSL is not available, staff should speak to a member of the SLT and/or take advice from local children's social care.

If a child makes a disclosure at the end of the school day the member of staff must not allow the student to go home until they have discussed the information with a member of the safeguarding team/SLT.

If students leave Vyners School their safeguarding file is sent securely to their receiving school once attendance has been confirmed. If the student is home-educated their safeguarding file is archived.

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### **3. Peripatetic staff, visitors and volunteers**

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Individuals, other than staff, must wear an appropriate coloured lanyard to identify their status to staff and students.

All persons entering the school site who are not members of staff will need to be accompanied by a member of staff at all times, unless they can show an original Disclosure and Barring Service (DBS) certificate which has been issued within the past three years, and photographic proof of identity. The certificate number will be recorded and visitors will then be issued with a yellow lanyard to indicate that they do not need to be accompanied by a member of the school staff. This would include, for example, the careers advisor, peripatetic music teachers, therapeutic services, tutors and exam invigilators.

Should a person not be in possession of the appropriate DBS certificate, a red lanyard will be issued, indicating that the wearer should be supervised by a member of staff at all times during their time on the premises. This would include, for example, volunteers for the Mock Interview Day, people carrying out work experience at Ruislip High School and guest speakers.

Students should not be asked to escort visitors around the school unless they qualify for a yellow lanyard.

Peripatetic staff, visitors and volunteers should wear the appropriate lanyard at all times. Staff should immediately challenge any visitor not complying with this requirement.

If a staff member is hosting a volunteer they must complete a Risk Assessment for Volunteers form and pass this to the DSL to ascertain if the volunteer will engage in unsupervised regulated activity and therefore require an enhanced DBS check.

All visitors sign in using the electronic system at reception. During this signing in process visitors are made aware of who the safeguarding team are. Photos of the safeguarding team are shown on the school's digital signage system around the school building for all to see.

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## 4. Staff training

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All new members of staff undergo an induction that includes familiarisation with the Trust Safeguarding Policy. All staff sign to confirm they have received and read the following documents:

- Part 1 and Annex A of Keeping Children Safe in Education September 2019
- Safer Working Practices Document
- Staff have annual safeguarding training
- Staff complete online Prevent Training

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### Appendix 1 - Indicators of abuse and neglect

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It is clear that the school plays a particularly important role in the recognition of possible abuse. This appendix is intended to give staff a clear outline of what constitutes abuse and how to act where they suspect abuse may have taken place.

As a member of staff at Vyners, you need to be clear about:

- what constitutes abuse
- how to recognise it
- who to refer your concerns to

#### **DEFINITION OF CHILD ABUSE**

(a) Child

For the purposes of dealing with Child Abuse, a child is defined as any child or young person under 18 years of age at the time when care proceedings may be initiated.

(b) There are four areas of definition:

##### Emotional Abuse

The persistent or severe emotional ill-treatment of a child which has a severe adverse effect on the child's behaviour or emotional development.

##### Neglect

The persistent or severe neglect of a child which results in serious impairment of the child's health or development.

##### Physical Abuse

The physical injury to a child, where there is definite knowledge, or reasonable suspicion, that the injury was inflicted or knowingly not prevented. (This includes deliberate hitting, shaking, throwing, poisoning, burning, attempted drowning or smothering.)

##### Sexual Abuse

The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not fully comprehend, to which they are unable to give informed consent. It may also include non-contact activities such as looking at pornographic materials or sexual activities.

## **RECOGNITION OF ABUSE**

### Emotional Abuse

- Changes or regression in mood or behaviour
- Nervousness, watchfulness
- Obsessions or phobias
- Sudden under achievement or lack of concentration
- Attention seeking behaviour

### Neglect

- Child may seem listless, apathetic, unresponsive with no apparent medical cause
- Frequently absent from school
- Physically uncared for
- Left alone for excessive periods
- Left with parents who are intoxicated or violent

### Physical Abuse

- Any injuries not consistent with the explanation given for them
- Injuries which have not received medical attention
- Injuries in places not usually normally exposed to falls, rough games etc
- Neglect - under nourishment, failure to grow, constant hunger

### Sexual Abuse

- Any allegations made by the child
- Excessive preoccupation with sexual matters or detailed knowledge of adult sexual behaviour
- Eating disorders – Anorexia, Bulimia

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## **Appendix 2 - Allegations against another child**

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We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will normally be dealt with under the school's Behaviour Policy. However, occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Such abuse is never tolerated and is not passed off as 'banter' or 'part of growing up.'

When an allegation is made by a student against another student, if there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed or the member of staff designating for

them. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL should record all decision making on the “Allegations against another student” proforma. The DSL should consider whether the complaint raises a safeguarding concern with respect to either student. The DSL should contact social services to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy of this documentation in both students’ files.

If the allegation indicates that a potential criminal offence has taken place, the police should be contacted at the earliest opportunity. Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school’s usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

When one student makes allegations of a criminal nature against another student both sets of parents should be contacted but such action must not delay the due process of reporting such allegations and must be considered appropriate by the Headteacher following advice and guidance from the police and / or Social Services.

The school will take appropriate measures working with parents and professionals to support both victim and perpetrator.

There is recognition that there may be occasions when allegations made by one student against another are malicious. There is therefore a need to balance the tension between privacy and safeguarding; however, in the first instance the school must prioritise the needs of the person making the allegation. Social services and the Police will have their own thresholds to decide whether further action is required and the school should not do anything, beyond securing the immediate safety of both students, which may negatively affect the investigations of these agencies. If it is later proven that the allegation made by one student against another is false and malicious, the school will invoke its Behaviour Policy.

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## **Addendum - March 2020 - School Closure - Coronavirus**

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### **Interim guidance in addition to Keeping Children Safe in Education during school closure;**

As a result of school closures the Government have set out interim guidance that is an addendum to Keeping Children Safe In Education (KCSIE) The link to this can be found below. I have summarised the main points and in particular those that will be relevant to you while the school is closed. This guidance is likely to be updated regularly so keep checking back on the link below. I am writing this as of the 30.03.20. KCSIE still remains the statutory guidance and this is in addition to it.

[www.safeguarding.info/covid19safeguarding](http://www.safeguarding.info/covid19safeguarding)

The new guidance covers;

- Safeguarding Clusters; we are in a cluster with MAT schools
- Keeping Children Safe in schools and colleges

- Child protection policy - ours is the safeguarding policy and is on the school website
- Designated Safeguarding Leads - this is AAF, ELH and LOC
- Vulnerable children
- Attendance
- Staff training and induction
- Children moving schools and colleges
- Safer recruitment
- Mental Health
- On-line safety

The School has completed a comprehensive checklist of measures written in line with the KCSIE update. This is not shared here due to private contact details for staff being included in the document.

<b><u>Key information</u></b>	
Information communicated to all parents	On the school website in the LATEST NEWS section <a href="https://www.vynersschool.org.uk/page/?title=COVID-19+-+Information+and+Guidelines&amp;pid=356">https://www.vynersschool.org.uk/page/?title=COVID-19+-+Information+and+Guidelines&amp;pid=356</a>
Information communicated to Key Worker parents	On the school website in the LATEST NEWS section <a href="https://www.vynersschool.org.uk/page/?title=COVID-19+-+Information+and+Guidelines&amp;pid=356">https://www.vynersschool.org.uk/page/?title=COVID-19+-+Information+and+Guidelines&amp;pid=356</a>
Information communicated to staff	On Remote Working Drive

Alison Foster

Designated Safeguarding Lead

30.03.20