

Part B - Vyners School

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Vanguard Learning Trust Part B - Vyners School Safeguarding Procedures

1. Key personnel - Vyners School

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, Mr Liam O'Connor & Ms T Ashe

The Safeguarding Governor is:

Mrs Corrina James Carpenter

The Designated Lead for Looked After Children is:

Ms Sam Kendall

2. Procedures for monitoring, recording and reporting

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.

3. Peripatetic staff, visitors and volunteers

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.

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.

4. Staff training

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 2021
- Safer Working Practices Document
- Staff have annual safeguarding training
- Staff complete online Prevent Training and FGM training

Appendix 1 - Indicators of abuse and neglect

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

Appendix 2 - Allegations against another child

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. The school will allocate a different safeguarding team member to each student and their family. A further member of the safeguarding team will liaise with external agencies.

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. Records will be reviewed regularly so that potentials of concerning, problematic or inappropriate behaviour can be addressed.

In a case where criminal processes and/or bail conditions are implemented the school will be guided by the following:

- The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without conditions after the first appearance.
- Alternatively, the person suspected of an offence could be 'released under investigation' (RUI). People released under RUI can have no conditions attached to their release from custody and it is possible for a person on bail also to have no conditions.
- Whatever arrangements are in place, the school or college will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise within their institution.
- Particular regard should be given to: the additional stress and trauma that might be caused to a victim within the institution; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person (e.g. rights to privacy, family life, etc).
- Careful liaison with the police investigators should help to develop a balanced set of arrangements.
- There may be delays in any case that is being progressed through the criminal justice system. Schools and colleges should not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children in the school or college. The risk assessment will help inform any decision.
- If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment and consider suitable action in line with the behaviour policy.
- Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school or college. It will be important that the school or college ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online).
- Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school or college should continue to offer support to the victim and the alleged perpetrator(s) for as long as is

necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. Schools and colleges should discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator(s) is also likely to require ongoing support for what will have likely been a difficult experience.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.

Ratification by Local Governing Body

Ratification date: January 2022