



**ILKLEY GRAMMAR SCHOOL**

AN ACADEMY TRUST

---

## **Child Protection and Safeguarding**

---

	Position/Committee	Date
Prepared by	Assistant Headteacher: Learner Experience	March 2017
Approved by	Board of Governors	May 2017
To be Reviewed	Board of Governors	By July 2018

FOR WEBSITE



# **ILKLEY GRAMMAR SCHOOL**

## **POLICY FOR CHILD PROTECTION**

### **AND SAFEGUARDING**

#### **Rationale**

At Ilkley Grammar School child protection and safeguarding are given the highest priority and recent government legislation 'Keeping Children Safe In Education' May 2016 sets out clear expectations for all. The school uses the guidance has clear policies and practices that are established and followed. The protection of all of the young people in our care is of paramount importance, and all staff must be aware of their role in ensuring our students are safe.

Andy Calvert (Assistant Headteacher) is the Designated Safeguarding Lead (DSL); the Deputy Designated Safeguarding Lead is Mark Rignall (Assistant Headteacher). Sally Bishop (Deputy Headteacher), Helen Williams (Headteacher), Carly Purnell (Deputy Headteacher), Jamie Gutch (Assistant Headteacher) and Josh Sykes (Director of Post 16) are also the named persons for safeguarding issues. The child protection and safeguarding policy at IGS runs in partnership and co-operation between the school and Children's Social Care and is updated on an annual basis.

In the absence of a named person, any member of the Leadership Team is to be consulted.

#### **Objectives**

- To encourage vigilance in teachers and other adults in school, so that child neglect or abuse can be recognised and action taken
- To encourage students to feel safe and confident about passing on information about themselves or others and to look after each other
- To ensure sensitive and appropriate treatment of young people disclosing information about abuse or neglect, or feeling at risk of harm
- To ensure clear procedures are in place for staff to follow, when they suspect that a student is being neglected, abused or is at risk of harm
- To ensure that appropriate contacts are made with the investigative agencies outside school
- To ensure that the all safeguarding documentation is accurate, secure and up to date using the online CPOMs system
- To keep all staff trained in safeguarding procedures on a regular basis including a relevant update at least once a year
- All staff to be aware of the safeguarding processes including Early Help and understand their role in it.

## **GUIDELINES**

### **Definition of Abuse**

“A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or 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 a stranger (eg. via the Internet). They may be abused by an adult or adults, or another child or children.”

Keeping Children Safe in Education 2016

As members of staff it is our responsibility to be vigilant in observing young people and if we suspect that abuse is taking place, must pass on such suspicions to the investigative agencies via the school's named persons, or staff can make a referral directly to Children's Social Care or the police, themselves. Schools are not investigative agencies and undue questioning of a child may cause unnecessary suffering and may undermine the actions of Children's Social Care or the police. However, staff need to be vigilant and if any suspicions arise they need to take appropriate action.

### **Observation**

There are many symptoms of abuse which staff, particularly form tutors and learning support assistants, are in a good position to notice. These are some of them, but this is by no means an exhaustive list:

- Physical abuse: can include bruises, lacerations, or burns. Physical Harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child
- Neglect: A persistent failure to meet a child's basic physical or and/or psychological needs, likely to result in the serious impairment of a child's health or development
- Emotional abuse : the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development
- Sexual abuse: involves forcing or inciting a child or young person to take part in sexual activities. It can also include non contact activities such as inciting a child to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). It can also be perpetrated by a child against another child
- Changes in patterns of attendance or behaviour can also be an indicator of a safeguarding concern.
- Staff should also need to be aware of safeguarding issues that may arise via Peer to Peer abuse, including bullying or cyberbullying, gender based violence/sexual assault and sexting

### **Action of Staff on becoming suspicious**

- Ask simple questions of the students to see if there is an innocent explanation of injury or upset. These tactful questions may dispel concern, but be aware that abused children do sometimes cover up their problems.
- If you are still suspicious, pass on the information to a named person. If there is any doubt whatsoever, you must pass on your concerns
- If a student decides to disclose a problem to you, you must tell them that you cannot keep it confidential
- Take brief notes and sign and date them: you may be required to relay what you have been told to Children's Social Care or the police

**Once the initial disclosure has been made, do not discuss the matter further, reassure the student and then bring him/her to the named person. The school should not investigate further, having ascertained that there is reasonable suspicion that abuse is taking place.**

## **The Designated Safeguarding Lead or Named Person**

This is the named person designated by the school who is to be responsible for child protection and safeguarding matters within the school. In the absence of any named persons, any Leadership Team member should assume responsibilities although the responsibility of the Designated Safeguarding Lead cannot be delegated to anyone else.

### **Designated or named Person Responsibilities:**

- Informing staff of child protection and safeguarding procedures
- Ensuring that procedures are clear and up to date
- Liaison with staff and Heads of Year when suspicions about abuse are aroused
- Reporting suspicion of abuse to Children's Social Care and keeping detailed notes using the online CPOMs System
- Ensuring all recorded incidents are recorded with an appropriate level of detail and signed as required
- Liaising with parents as appropriate.
- Discussing problems which arise with Children's Social Care, prior to referral
- Keeping confidential records of students on the child protection register using the online CPOMs system
- Reporting to Children's Social Care if children on the register leave suddenly, so that they can be traced
- Ensuring that the appropriate member of staff will attend case conferences and submitting written reports as requested by Children's Social Care
- Ensuring that all staff have refresher child protection training regularly and appropriate updates at least annually
- Ensure their own training and that of other named persons is up to date on a biannual basis but with appropriate updates on an annual basis
- Keep up to date with new safeguarding documentation and modify school procedures as appropriate
- Ensure the Signs of Safety system is used effectively when action planning for a safeguarding concern
- Meet at least annually with the nominated Safeguarding governor to complete the safeguarding audit
- To update the Board of Governors on an annual basis on any safeguarding issues that have arisen as a consequence of the safeguarding audit

### **Head of Year responsibilities:**

- Pass on any information about suspected abuse to named person or, in the absence of a named person, to a member of the Leadership Team, as soon as it is known
- Pass on to the named person information given to them by the police or social services regarding any student being investigated by these agencies
- Inform the named person of what has been said when requests for information are made by social services/police. Written records of such contacts must be kept and dated on the CPOMs system

- Alert a named person if a student on the child protection plans is absent without apparent reason or leaves school, so that action can be taken to pass information to other schools agencies.
- Keep and maintain up to date records on students using the online CPOMs system
- Use the Signs of Safety system when action planning for a safeguarding concerns.

### **Care of Referred Students**

When a referral to social services has been made on grounds of child protection or children and families at risk, the named person should continue to deal with the student until Children's Social Care involvement is ended. The named person should liaise with Head of Year about the issues, keeping him/her fully informed as appropriate. The Head Of Year is to continue to have normal contact with the referred student on behaviour, welfare and, attendance, but a named person to keep an overview of the child protection situation.

### **Training**

- All staff will have child protection refresher training regularly, with essential updates annually that should include all most recent safeguarding concerns.
- All Heads of Year are aware of child protection and safeguarding procedures and can be approached by form tutors
- All new, ITT and NQT colleagues will receive training delivered by the safeguarding team as part of their induction
- All supply staff are given a handbook on arrival that details child protection and safeguarding procedures. Long term supply staff are formally trained by the named person team

### **Safer Recruitment**

The school adheres to statutory guidelines with regard to safer recruitment. All persons employed by the school and who have access to students are subject to an enhanced DBS check, and confirmation of employment is subject to this. No one who works with students or has any direct contact with students can commence unsupervised employment until their DBS check has been secured. All teaching staff recruited by the school have their eligibility to teach checked with the Department for Education. The school seeks references on a standard form which addresses whether or not the applicant has any issues relating to suitability to work with children. (Every interview panel will have at least one member that is safer recruitment trained)

All School Governors have undergone enhanced DBS checking and any new Governor will be expected to do so as part of the criteria for election.

The school Single Central Record is constantly updated with new information. An annual meeting between relevant school staff and a member of the Board of Governors cross checks and audits the use of the SCR.

### **Students**

The education of our students through the curriculum helps to keep safeguarding and child protection procedures on the students' agenda and helps to reinforce how and where to get help from.

All students receive an assembly on an annual basis that highlights the school's commitment to their safety.

Extra assemblies throughout the year will highlight other safety issues as they arise, for example peer to peer abuse, e-Safety, cyber bullying and extremism.

Curriculum Leaders must make sure that none of their teaching materials could compromise students' safety and liaise closely with the named person if any such issues arise.

All students in KeyStage 3 receive online safety lessons via ICT lessons on an annual basis. A named person will be available to help facilitate this lesson if required and revisit child protection and safeguarding procedures.

## **ROLE OF GOVERNORS IN CHILD PROTECTION**

### **Responsibilities**

- The named governor for Child Protection is Mrs Catherine Douglas; in her absence, the Chair of the Board of Governors is to be contacted
- Ensure the Leadership Team of the school has appropriate procedures and policies for child protection, safer recruitment, anti bullying, health and safety and complaints about a member of staff that are up to date and relevant.
- Ensure Child Protection and Safeguarding training is completed biannually for named persons and regularly for all staff.
- Have a nominated person to liaise with Chair of Governors in the event of an allegation made against the Headteacher.
- Ensure the school site is safe and secure by close liaison with the Business and Finance Director through the Resources Committee and Health and Safety Committee
- Meet annually with the Named Person to assist in the audit of Safeguarding, the SCR and Child Protection procedures

### **Parents and Carers**

- The Child Protection and Safeguarding Policy is available on request via the school or website
- Should any parents or carers have any queries about a child protection or safeguarding issue, they should contact a Named Person immediately
- The Parent Information Evening on safeguarding allows parents to access further details of procedure and also proactive measures to support young people.

### **Link To**

- Dealing with allegations against staff policy
- Personal Best (Behaviour) Policy
- Health and Safety practice
- E-safety policy
- Prevent Extremism and Radicalisation Policy (Appendix 1)

## **POLICY REVIEW AND DEVELOPMENT**

Due to the nature of child protection and safeguarding this policy is under constant review and any significant incident may influence school safeguarding policy. Any changes in policy will be agreed by the Leadership Team and governors and then communicated to all staff.  
Appendix 1 'Prevent' Extremism and Radicalisation Policy

Extremism and Radicalisation Policy

## 1. Introduction

Ilkley Grammar School (IGS) is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at IGS understand that safeguarding is everyone's responsibility, irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

The governors wish all parents and carers to know that they expect the Headteacher and staff to maintain a caring, respectful atmosphere in the school where the students can feel happy and secure and work to the best of their ability. The governors believe that this atmosphere presently exists in the school.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to IGS' delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004\*. This Preventing Extremism and Radicalisation Policy is one element within our overall school strategy to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the Department for Education Guidance "Keeping Children Safe in Education, 2016"; and specific resources, reports e.g. "Learning Together to be Safe", "Prevent: Resources Guide", Peter Clarke's Report of July 2014.

Section 10 (2) of the Children Act 2004 places a duty on schools to promote;

*"...the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being..."*

## Key Terms:

**Extremism** is more than simply stubbornness in one's views or general intolerance of others. It involves holding views which are considered by equals, peers and society as being beyond collective norms and at odds with core beliefs of the whole. Extremism can relate to a number of different subjects from gender relations to politics, and does not necessarily result in violence. In a national context in the UK, extremist views may include those which are directly opposed to values such as democracy, mutual tolerance, individual liberty and the rule of law.

**Violent extremism** is related to terrorism, which is 'at the extreme end of an extreme position, using fear and violence to achieve political ends'. It describes the attitudes, beliefs and actions that condone violence as a means of political end. This includes views that:

- Foment, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Foment other serious criminal activity or seek to provoke others to serious criminal acts; and / or
- Foster hatred intended to cause violence between communities in the UK.

**Radicalisation** is the process by which people adopt an extreme position in terms of politics and religion ; a violent extremist ideology; or move to violent action in support of their beliefs. The radicalisation process does not follow a single process or pathway and there are no specific stages or steps involved. Radicalisation is often a social process involving interaction with others, however, there are reported cases of individuals self-radicalising. The rate at which a person becomes radicalised can vary greatly. People may become radicalised rapidly, while for others it is a more gradual process. Some may start to become radicalised only to 'stop' at a certain point or continue to become radicalised later.

## 2. Ethos and Practice

When operating this policy IGS uses the following accepted Governmental definition of extremism which is:

*'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.*

**There is no place for extremist views of any kind in our school, whether from internal sources — students, staff or governors, or external sources - school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this — we have a duty to ensure this happens.**

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people.

Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at IGS we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore, at IGS we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Personal Best (Behaviour) policy and Safeguarding Policy.

As the primary provider of secondary education in our community we are proud of the education we offer our students. Through a broad and balanced curriculum, students explore the British values by way of cross curricular themes and through our discreet Citizenship programmes. We actively challenge students, staff or parents expressing opinions contrary to fundamental British values and seek to promote a positive approach to the areas named above.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students accessing extremist material online, including through social networking sites, e-safety policies have been impact assessed and control measures in place;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, police reports of issues affecting students in other schools or settings;
- Students voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others;
- Anti-western or Anti-British views.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Bradford's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

At IGS, we have determined "British Values" to be:

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect;
- Tolerance of those with different faiths and beliefs.

As a school we aim to develop and nurture these by:

- Planning a vibrant, engaging Assembly programme with core ethical values and beliefs at its heart.
- Delivery of a well-structured Citizenship & Personal, Social, Health and Economic Education programme (PSHE) and an Ethics, Religion, Ideas & Concepts programme (ERIC) specifically designed for Year 10, which addresses all of the requirements of the programmes of study (looking at Democracy, Freedom, the rule of law, Human Rights and responsibilities), Our Citizenship & PSHE and ERIC education programmes will equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions about their futures and the impact of their actions on themselves and others.

### **Principles and Values of Citizenship Education**

IGS believes that Citizenship Education (incorporating PSHE) programme should:

- Develop a student's knowledge and understanding of what constitutes a healthy lifestyle.
- Promote independent and responsible members of the school and local community.
- Encourage every student to be positive and active members of a democratic society.
- Develop self-confidence and self-esteem, and assist students to make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Encourage students and teachers to share and respect each other's views. Generate an atmosphere where questions and discussion on matters can take place without any stigma or embarrassment.
- Recognise that the wider community has much to offer and we aim to work in partnership with relevant professionals and other school partners.
- Know and understand what constitutes a healthy lifestyle.

- Enable students to be aware of safety issues.
- Encourage respect for others regardless of race, gender and mental and physical disability.

5

IGS aims to deliver these by providing;

- A strong Religious Studies and Ethics programme at every Key Stage.
- Effective and well-managed School Council enabling students to actively participate in the democratic process.
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas.
- Having a clearly communicated and consistently applied Personal Best (Behaviour) Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations.
- A Code of Conduct which is regularly referred to and communicated with students, reiterating that we are a school community built on mutual respect and understanding.
- Having a rigorous commitment to student safety (for example: trips and visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures).

### **3. Curriculum and Teaching Approaches**

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching but also by adopting the methods outlined in research documents.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

Therefore, this approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the Spiritual, Moral, Social and Cultural development of students as defined in Ofsted's School Inspection Handbook and will include the use of assemblies to help further promote the rounded holistic development

of our students.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Open discussion and debate, facilitated through Citizenship (PSHE) and Council activities;
- Work on anti-violence and restorative approaches addressed throughout curriculum and the behaviour policy;
- Focused educational programmes.

6

Democracy is promoted through a Student Council, pupil voice and the election of the Senior Council and Sixth Form Student Leadership Group based on student votes.

Visits from authorities, such as the Magistrates, reinforce the importance of the rule of law. This is further promoted and supported through the delivery of an 'introduction to Law' Year 9 option where students gain an insight into the British legal system and an understanding of the consequences of their actions within our community. Individual liberty is taught through e-safety sessions delivered as part of the CZ/PHSE assemblies programme where students receive advice on how to safely exercise their rights and personal freedoms when online, whilst being made aware of their own duty of care while engaging in such activity.

The school ethos as defined in our vision and values document and Personal Best (Behaviour) policy revolve around 'respect' as a core value, and discussions and assemblies focus on what respect means and how it is modelled.

Each year our school raises funds for various charities, including Comic Relief and Children in Need, Local charity workers, including Bradford Nightstop and Alcoholics Anonymous have spoken in CZ lessons to promote their work.

In Key Stage 4 History, students study the Holocaust which has obvious links to morality and responsibility. Students reflect upon the reasons behind the atrocity. They consider the tensions and interactions between communist and capitalist countries during the Cold War, debating the responsibility for international affairs and tensions.

In Key Stage 3 Science, students explore genetic variation between different races. While in Geography they look at the 'One Child Policy' in China and discuss the morality of giving aid to poorer countries.

In RE, students in Key Stage 4 look at faiths from around the world and explore the similarities and differences between their faith and that of our own. Students gain an appreciation of the faith differences and able to develop a mutual respect for the differences in culture.

In PE, students are taught adherence to fair play and how this aligns itself with whole school culture, ethos and mission statements and gain an insight into what this looks like in other life experiences.

Politics in Key Stage 5, builds on the foundations built during Citizenship lessons, where students review and discuss British democracy looking

specifically at the British Voting system and the Legal system.

Through a broad and balanced curriculum and the opportunities that lessons create, the staff and Governors of IGS believe students are able to demonstrate:

- Their ability to recognise the difference between right and wrong and respect the civil and criminal law of England.
- Their acceptance of and engagement with the 'fundamental British values', and demonstrating the skills and attitudes that allow them to participate and contribute to life in modern Britain.
- Their understanding of the range of cultures within the school “and further afield” as preparation for life in modern Britain.