

SAFEGUARDING POLICY

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What is Safeguarding?

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding Means

- Protecting children from abuse and maltreatment
- Preventing harm to children's health or development
- Ensuring that children grow up with the provision of safe and effective care
- Taking action to enable all children and young people have the best outcomes

Principles

Excell Supply takes seriously its responsibility to protect and safeguard the welfare of the children and young people in the care of our staff working in schools. "The welfare of the child is paramount." Children Act 1989.

All action is taken in line with the following legislation/guidance:

- Keeping Children Safe in Education (DfE July 2015)
- Welsh Government: Keeping Learners Safe (2015)
- Section 175 Children Act (2002 / 2004)
- Working Together to Safeguard Children (March 2015)
- Local Safeguarding Children Board guidance
- The All Wales Child Protection Procedures (2008)
- Human Rights Act (1998)
- Equality Act (2010)

We will follow procedures set out by Local Safeguarding Children Boards and take account of further guidance issued by the DfE, and the Local Authority (LA) and Welsh Assembly.

Everyone who works in education should share the same goals to keep children and young people safe.

This can be done by:

- Creating and keeping safe places to learn
- Identifying where there are welfare concerns and taking the right action
- Helping children and young people to be aware and understand how to stay safe.

These goals can be reached by:

- Stopping unsuitable people working with children and young people
- Having safe practices in place
- Challenging poor or unsafe practice
- Identifying when there's an issue or concern about a child's welfare and taking action
- Working together with other services

Our policy applies to all staff and volunteers working in the school including teachers, cover supervisors, instructors and teaching assistants.

Excell recognises that everyone who works with children and young people should make sure that children are safe from harm and take action if they have concerns. We recognise that staff, because of their contact with and knowledge of children or young people in their care, are well placed to identify abuse or neglect and offer support to children in need. (see Appendix 2 – types of abuse and neglect)

As part of the ethos of Excell Supply our staff are committed to

- Ensuring our organisation practises safer and stringent recruitment in checking the suitability of staff and volunteers to work with children;
- Understanding, and adhering to Excell Supply's 'Safer Working Practice Guidance' March 2016

- Establishing, maintaining, supporting and enhancing a safe school environment, where all children feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;
- Supporting students who have been abused, and carrying out specific actions in accordance with the agreed child protection support plan of the school.
- Ensuring staff and volunteers are aware of signs and symptoms of abuse, know the correct procedure for referring concerns, or reporting allegations against staff, and receive appropriate training to enable them to carry out these requirements. This will include training sessions and accessing online learning opportunities.

Excell Supply recognises that staff registered with us are agents of referral and not of investigation.

Safeguarding issues can include one or more of the following:

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Bullying or harassment (including e-safety)
- Child sexual exploitation
- Forced Marriage
- Radicalisation
- Female Genital Mutilation
- Domestic Abuse
- Children missing from education
- Children missing from home or care
- Trafficking
- Substance misuse
- Teenage intimate partner abuse
- Witchcraft or other spiritual beliefs
- Fabricated or induced illness

(See appendix 2)

Radicalisation

Excell Supply recognises:-

- The positive contribution staff can make towards protecting students from radicalisation to violent extremism and strives to build students' resilience to radicalisation by promoting British values and enabling them to challenge extremist views.
- Its role in protecting the wellbeing of particular children who may be vulnerable to being drawn into violent extremism or crime

As with managing other safeguarding risks, if a member of school staff (including supply and regular volunteers) has concerns about a student, they should follow the school safeguarding procedures (see below) and discuss with the Designated Safeguarding Lead in the school.

The Designated Safeguarding Lead (Designated Senior Person)

Each school or college should appoint a DSL/DSP who has lead responsibility for managing child protection. They don't have to be a teacher but must have the authority to do what they need to do to safeguard learners.

The DSL/DSP is the main point of contact and source of support, advice and help when a member of staff or anyone has concern for a child. They have the responsibility in school to decide if a referral needs to be made to keep a child or young person safe.

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Excell's child protection policy should be read in conjunction with other relevant policies which schools would provide such as:

Anti-bullying

- Equality & Diversity
- Health and Safety

Behaviour Management

- PSHE and Citizenship
- Internet Safety
- Educational Visits
- Medical Needs
- First Aid
- Safer Recruitment & Selection
- Looked After Children

If you are working at a school and you raise a concern please let your account manager know. They will inform our safeguarding lead who is **Mike Jones**.

Record Keeping

Any member of staff or volunteer receiving a disclosure of abuse, or noticing any possible abuse, or having a concern must:-

- Make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the full date, time and location. (where possible this will be recorded onto a concern / disclosure form provided by the school -see example in Appendix 1)
- Where staff have observed injuries to a child, these will be recorded on a body map outline (provided by the school), with some indication given about the size of the injury.

Staff will not take photographs of injuries.

- The concern / disclosure must be discussed with the designated safeguarding lead as soon as possible.
- All hand-written records must be retained, even if they are subsequently written up onto a concern/disclosure form.

Written records of concerns about children must be kept by the school, even where there is no need to make a referral immediately.

All records relating to child protection concerns will be kept in a secure place by the school and will remain confidential. They do not form part of the student's educational records and must be kept separate from other records.

A chronology will be kept at the front of individual students' files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, **noting actions and outcomes**.

Significant events, for example a Team Around the Child (TAC) meeting or child protection conference should also be noted on the chronology.

Allegations

A school is legally obliged to make a referral to the Disclosure and Barring Service if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm.

Schools have a code of conduct in place, which clearly states what behaviours are acceptable and what behaviours are not. Staff sign to say that they have read and understood the document.

Excell staff should make themselves aware of the expectations of the school they are working in and should also follow the guidance in Excell's Staff Handbook and Safer Working Practice Guidance.

Historical allegations of abuse should also be referred to the police.

Concerns about safeguarding practice within schools

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in a school's safeguarding regime. Appropriate whistle-blowing procedures are suitably reflected in staff training and in the school's code of conduct. If you have concerns you should contact your account manager in the first instance in a matter of urgency to seek appropriate advice.

Parental Involvement

A school's first priority is the child's welfare and therefore there may be occasions when concerns about a child means that the school consults other agencies before they contact the parent/carer. The procedures followed will have been laid down by the local authority

Parents/carers are made aware of a school's child protection policy via the school website. The policy and procedures will also often be shared at transition meetings with parents of new students.

Concerns will be discussed with parents/carers. Where a referral is needed, the Designated Safeguarding Lead should seek the agreement of parents/carers before making the referral, unless to do so may place the student at increased risk of significant harm. Advice will be taken from Family contact point.

Training

The Designated Safeguarding Lead and his/her deputy must receive multi-agency child protection training every 2 years. Training is available from the Local Safeguarding Children Board

All school staff, both teaching and support, must be provided with child protection training on a regular basis, at least every 3 years. Excell will provide appropriate CPD opportunities to complement the training and support offered through schools and Local Authorities.

Temporary and supply staff should be made aware of basic information in respect of the school's child protection procedures, including the name of the designated person. Excell staff should ask for this information in schools if it is not given to them. Excell staff should seek support from their account manager if further guidance is needed.

The Role of the designated safeguarding lead and deputy / deputies

The Designated Safeguarding Lead and deputy / deputies will ensure that they fulfill their duties in line with 'Keeping children safe in education, July 2015'.

The Role of the Governing Body

The governing body of a school ensures that all statutory duties with regard to child protection are fulfilled.

Schools normally complete a school safeguarding audit, in partnership with the designated governor for safeguarding.

The governing body ensures that weaknesses identified; within the annual school safeguarding audit are addressed explicitly within the School Improvement Plan. The governing body will regularly monitor the implementation and impact of the identified actions.

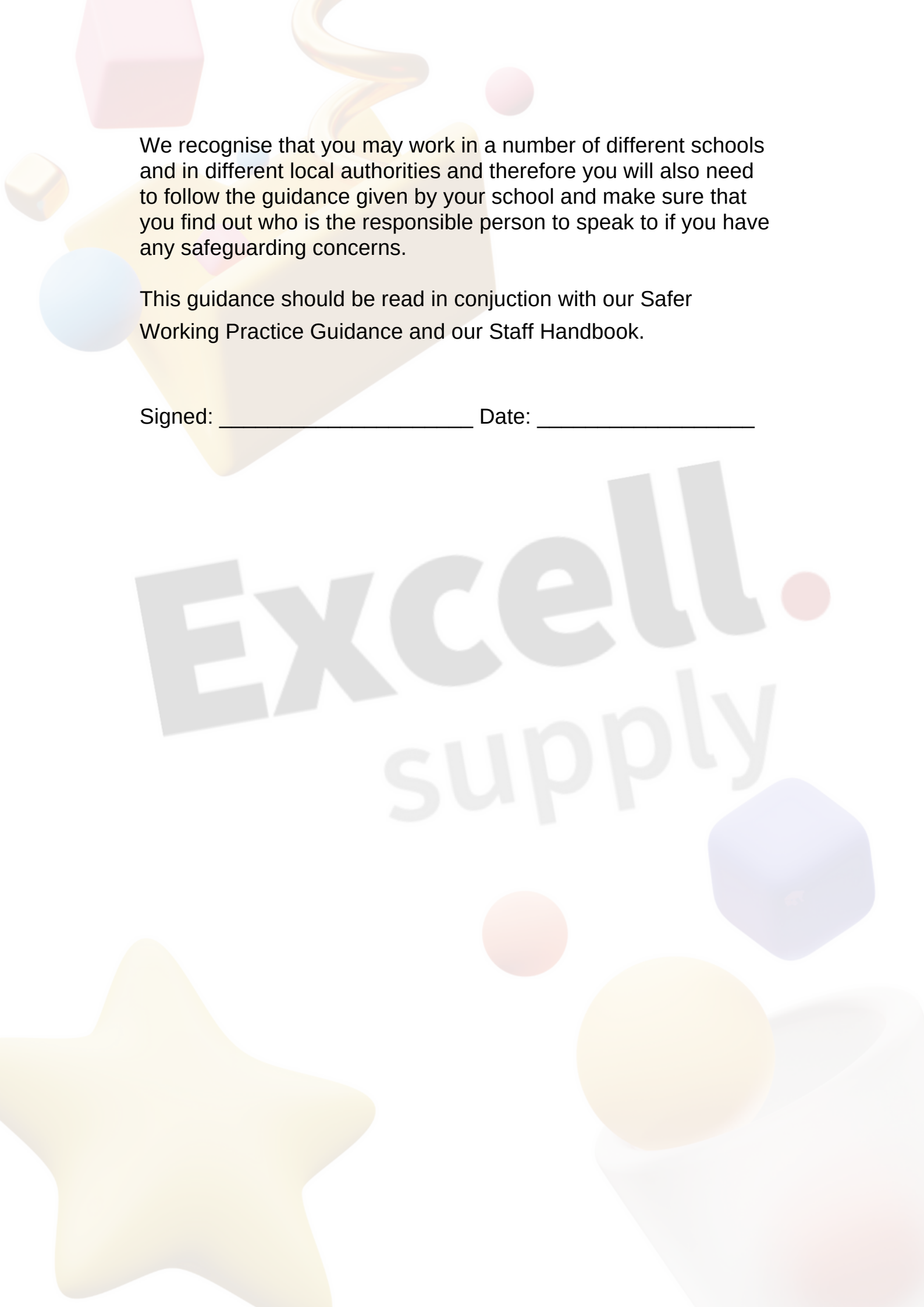
Safer Recruitment

For staff working for Excell Supply, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. In addition, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

Review

This policy will be reviewed by Excell Supply on an annual basis, and up-dated where appropriate. However, if a weakness is identified in these procedures, the policy will be reviewed and revised immediately.

As you are working through Excell Supply we would ask you to read this guidance and to follow the procedures outlined within it.



We recognise that you may work in a number of different schools and in different local authorities and therefore you will also need to follow the guidance given by your school and make sure that you find out who is the responsible person to speak to if you have any safeguarding concerns.

This guidance should be read in conjunction with our Safer Working Practice Guidance and our Staff Handbook.

Signed: _____ Date: _____

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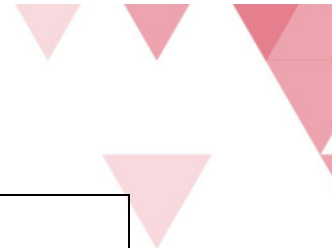


Appendix 1 EXAMPLE

Concern / Disclosure Form _____

CONFIDENTIAL _____

Name and role of Date: person completing		
Name and role of Name of person child child: disclosed to/		
Details of disclosure by child / incident / child protection concerns		
Action taken by person(s) above:		



Date of notification to CPCO/ Name of CPCO/ deputy:		Name of CPCO/ deputy:	
Detail of decision / action by CPCO or deputy:			
Reason(s) for this decision or action by CPCO or deputy:			
Notes of feedback between CPCO / deputy and the person who raised this child protection concern, including date of feedback:			
Tick to confirm added to student's chronology and copy placed in student's C.P. file		Tick to confirm added to CPCO overview sheet	
Date for review:		Name of person(s) to review:	



Appendix 2: Types of abuse and neglect (Taken from Keeping Children safe In Education, July 2015)

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. They may be abused by an adult or adults or another child or children.

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.

28. 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.