

FUNKY BEATS VOCAL SCHOOL

Safeguarding Policy and Procedure

This policy was adopted by the Governing Body on [16/9/2019](#)

This policy is due for review on [16/09/2020](#)



Funky Beats Vocal School is committed to the highest standards in protecting and safeguarding the children entrusted to our care.

Our school will support all children by:

- Promoting a caring, safe and positive environment within the school
- Encouraging self-esteem and self-assertiveness
- Effectively tackling bullying and harassment

In order to protect our children we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to
- Recognise signs and symptoms of abuse
- Respond quickly, appropriately and effectively to cases of suspected abuse

If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally) you must contact the following staff member as quickly as possible.

Key Contacts:

Role:	Name/ Details:	Contact:
Designated Safeguarding Lead	Joanne Dennis	07752171184
Local Authority Designated Officer (LADO)	Suzanne Cottrell	0151 666 4582 07780 508 919
Head of Safeguarding Children	Joe Banham	0151 666 4371
Prevent Co-ordinator	Alison Burnett	Alison.Burnett@Liverpool.gov.uk 07394559106
Prevent Team Merseyside Police	Prevent Team	0151 777 8125
Director of Children’s Services	Paul Boyce	0151 606 2000
Integrated Front Door	Mon-Fri, 9:00am – 5.00pm Outside of these hours	Tel: 0151 606 2008 ifd@wirral.gov.uk Tel: 0151 677 6557
Police	In an emergency For non-emergency but possible crime	999 101

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Safeguarding Policy:

INTRODUCTION:

- 1.1. Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play ensuring children and young people are **safe from abuse, exploitation and harm**. Our school is committed to safeguarding children and aims to create a culture of vigilance.
- 1.2. Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.
- 1.3. Our school is a community and all those directly connected, staff members, parents, families and pupils, have an essential role to play in making it safe and secure for all.

- 1.4. This procedure document provides the basis for good practice within the school for Safeguarding work. It should be read in conjunction with the Wirral Safeguarding Partnership safeguarding Policies and Procedures. These are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

2 OUR ETHOS:

- 2.1 We believe that Funky Beats Vocal School should provide a caring, positive, safe and stimulating environment that promotes the social, physical, spiritual and moral development of the individual child; enabling all children to thrive.
- 2.2 We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to.
- 2.3 We recognise that all adults within the school, including permanent and temporary staff, volunteers and parents, have a full and active part to play in protecting our pupils from harm.
- 2.4 We will work with parents to build a solid understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

3 SCOPE

- 3.1 In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEN it is up to 25 years of age.
- 3.2 This policy applies to all members of staff in our school, including all permanent, temporary and support staff, volunteers and external service or activity providers.
- 3.3 This policy applies to all learners in this school.

4 THE LEGAL FRAMEWORK

- 4.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.
- 4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to co-operate with the local authority to improve the well-being of children in the local authority area.
- 4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.

- 4.4 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

All procedures can be found on the **Wirral Safeguarding Children Partnership website:**

<https://www.wirralsafeguarding.co.uk/procedures/>

5 ROLES AND RESPONSIBILITIES

- 5.1 The school's lead person with overall designated responsibility for safeguarding is Joanne Dennis the **responsibilities of the Designated Safeguarding Lead are described in Appendix A.**

The Designated Safeguarding Lead will be on our school's leadership team and their role of Designated Safeguarding Lead will be **explicit in their job description**. This person should have the appropriate authority and be given the time, training, resources and support to provide advice and support to other staff on child welfare and Safeguarding matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children **(KCSIE: P40)**.

- 5.2 The school has a **nominated governor** Joanne Dennis who is responsible for safeguarding to champion good practice.

- 5.3 **All staff members, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours and physical signs linked to behaviours that put children in danger. Safeguarding issues can manifest themselves via peer on peer abuse. This may include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, harmful sexual behaviour and sexting. Staff should recognise that children are capable of abusing their peers.

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing Recent DfE guidance situates sexual violence, sexual harassment **and harmful sexual behaviour** in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay,

Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We also have a statutory duty to report and record any incidents of 'Upskirting'.

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it.

Concerns should be referred straight to the Designated Safeguarding Lead Joanne Dennis who will contact person necessary. Victims of peer on peer harm should be supported by the school's pastoral system.

- 5.7 There is a policy regarding the use of mobile phones, cameras and other digital recording devices. Funky Beats students ARE NOT allowed to have phones turned on in the class room during lessons. Phone should be turned off or placed on flight mode in the basket at the front of the class. Phones will be confiscated from the pupil if found in use during the lesson.

6 SUPPORTING CHILDREN

- 6.1 We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

- 6.2 We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

- 6.3 Our school will support all pupils by:

- supporting the child's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- liaising and working together with other support services and those agencies involved in safeguarding children;
- ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' and 'Harmful Sexualised Behaviour';
- having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred;
- ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under Safeguarding procedures and monitoring children who have been identified as having welfare or protection concerns and providing appropriate support;
- acknowledging the importance of 'contextual safeguarding', which considers wider environmental factors in a pupils life that may be a threat to their safety and/or welfare (**Working together to safeguard children and KCSIE 2018**).

- liaising with a range of agencies that support the pupil such as Health Services, Wirral Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Services and the Educational Psychology Service.
- alert the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement. (See Appendix C)
- acknowledging that a child that is looked after (CLA) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep CLA and previously looked after children safe. It is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group;
- applying disciplinary measures such as restraint or isolation in response to incidents involving children with SEN and disabilities, by considering the risks carefully, given the additional vulnerability of the group;
- recognising that to safeguard a pupil, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. Guidance is available here:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

7 SAFEGUARDING PROCEDURE

- 7.1 We have developed a structured procedure in line with Wirral Safeguarding Children Partnership which will be followed by all members of the school community in cases of suspected abuse. **This is detailed in Appendix B.**
- 7.2 In line with the procedures, the Integrated Front Door will be contacted as soon as there is a significant concern (0151 606 2008 / ifd@wirral.gov.uk)
- 7.3 The name of the Designated Safeguarding Lead will be clearly advertised in the school and on the website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

8 DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

- 8.1 ***If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance:***

Receive - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', re-assure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in school

Record – Is Vital – facts, no opinions – When? Where? Who? What?

- Inform the Designated Safeguarding Lead without delay and follow safeguarding process.
- Complete the Safeguarding incident/welfare concern form and pass it to the DSL.

Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

RECORD KEEPING

- 8.2 All concerns, discussions and decisions made and the reasons for those decisions **WILL** be recorded in writing (signed and dated). **Supporting Families, Enhancing Future model (SFEP)** to be used to capture the child's voice (appendix C)
- 8.3 We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.
- 8.4 Funky beats will always have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. (Keeping Children Safe in Education 2018)

9 CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

- 9.1 We recognise that all matters relating to Safeguarding are confidential.
- 9.2 Our Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need-to-know basis only
- 9.3 All staff members must be aware that they cannot promise a child to keep key information a secret or to themselves which might compromise the child's safety or well-being.
- 9.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
- 9.5 All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- 9.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

10 BEHAVIOUR ON SITE

- 10.1 The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

11 SITE SECURITY

- 11.1 All students MUST be signed in and out of classes at all times. Any Child under the age of 16 must be dropped off and picked up by an adult. No parents are allowed in class rooms to watch, take videos or photos at any time without permission.

12 POLICY REVIEW

- 12.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

- 12.2 The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures.

Updated Policy Date:	Scheduled review
11/06/2019	20/06/2020