Doucecroft School Services

Safeguarding Policy

Last Reviewed by: Louise Parkinson

Date: May 2019

Ratified by Governors:

Next Review date: September 2019
Autism Anglia, Doucecroft School Services
Safeguarding Policy

CONTENTS

1. The purpose and scope of this Policy.................................................................3

2. Legislative Framework..........................................................................................3

3. How we keep children and young people safe......................................................4

4. Risk assessment .......................................................................................................8
   The vulnerability of students at Doucecroft School regarding radicalisation.
1. The purpose and scope of this Policy

**Purpose**

The purpose of Doucecroft School Services Safeguarding Policy is to ensure that procedures are in place so that all children and young people at our school are safe and protected.

This policy applies to students, school staff, agency staff, governors, parents, visitors and volunteers to the school

**Our School Ethos**

We welcome individuality and provide a safe and positive learning environment, to enable our students to thrive and meet their full potential preparing them for their future.

We believe that:
Children and young people should never experience abuse of any kind
We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

Our students represent the full range of needs and abilities within the autistic spectrum. We offer day and flexible boarding placements for students with Autistic Spectrum Conditions (ASC) 3 -19 years as well as respite and holiday provision.

We recognise that:
The welfare of the child is paramount
All children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have a right to equal protection from all types of harm or abuse
Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people’s welfare.

2. Legislative Framework

Safeguarding legislation and government guidance say that safeguarding means:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children, 2018)

3. How we keep children and young people safe

All employees of Doucecroft School are required to read Part I of *Keeping Children Safe in Education* as part of their induction. Existing members of staff have read Part 1 and signed to demonstrate they understand their responsibilities around safeguarding and how to execute their duties. This information is kept in staff personnel files. All staff are required to read updates as they are published which will be disseminated by the Designated Safeguarding Leads.

All employees, parents and carers are informed of safeguarding Procedures and policies and receive annual training and updates.

Policies and procedures are approved and endorsed through the school’s governing body. The Safeguarding Policy is reviewed on an annual basis.

Safeguarding leaflets are available for all visitors at the point of signing in.

Photographs of the Safeguarding team are displayed in the main administration area, classrooms and residential settings.

The school has a designated safeguarding lead who is supported by 5 safeguarding officers who work together as a safeguarding team to support students across 24 hours and 48 weeks of the year, all of whom have undergone the required training and refresher training:

Louise Parkinson - Head Teacher
Kuben Reddy – Assistant Head Teacher
Samantha Lawrence – Assistant Head Teacher
Hayley Fraser– Head of Further Education
Mandy Spragge – Care Manager
Gayle Jones – Positive Behaviour Support Manager

Refresher training for designated persons is undertaken every two years. For other members of staff safeguarding training is refreshed every year through training and workshops.
Awareness of the Prevent Duty for designated persons.

Within the organisation (Autism Anglia) Alan Bicknell, Chief Executive Officer, is the Safeguarding lead representative with overall responsibility for children's and adult services.

Andy Beevers and Judith Winfield are the trustees with responsibility for safe guarding across the Organisation.

David Burrage is the governor responsible for safeguarding.

Our policy and practice guidance is reviewed annually unless there are significant legislative changes that make more frequent reviews necessary. Monthly meetings are held between the seven designated persons to monitor the policy and its translation into day to day practice. These meetings are regularly attended by Autism Anglia Safe Guarding leads. Meetings are minuted and attendance is recorded. Meetings review both open and closed cases where there is concern about a student.

All concerns and allegations of abuse will be taken seriously by trustees, governors, staff and volunteers and responded to appropriately. This may require a referral to Children’s Services and in an emergency, the police.

Established procedures for how to respond to abuse or suspicions of abuse are set out clearly in our Child Protection Policy. These are underpinned by the SET Child Protection Procedures, 2018 and What to Do If You're Worried That A Child Is Being Abused', 2015.

Confidential records of concern are kept, and appropriate actions taken. All safeguarding information is kept in one location which is only accessible to designated persons as is safeguarding information kept electronically.

Doucecroft School Services is committed to safer recruitment, selection, vetting and induction and regular staff supervision.

The procedures and systems in place aimed at safeguarding students include:

We will seek to keep children and young people safe by:

- named Designated Safeguarding Lead and Officers who act as deputies with a clearly defined role and responsibilities outlined in a clear job description in relation to Child Protection
- a description of what constitutes child abuse and the procedures about how to respond to it where there are concerns about a student’s safety or welfare
- understanding of Child Sexual Exploitation, recognising its signs and symptoms and the referral process to raise concerns
- understanding of Honour Based Abuse, Female Genital Mutilation, Forced Marriage and child abuse linked to belief in spirit possession
- knowledge of signs around children who run away or go missing from home, care and education
- Risk assessment for students at Doucecroft School regarding radicalisation and the school’s Prevent Duty.
• a process for recording incidents, accidents and concerns
• a safe recruitment, selection and vetting procedure that includes checks into the eligibility and suitability of staff, Governors, Trustees and volunteers
• a Complaints Procedure where concerns can be voiced about unacceptable behaviour and/or abusive behaviour towards students
• stringent Anti-bullying procedures
• an Independent Visitor who advocates for the students
• A DSO is on call across non-school day time when the school is open, the on-call person should be contacted first and they will contact the DSO (currently all on call managers are DSOs)

Useful contacts: The contact details for the social workers for students are kept in their individual files.
Children’s Safeguarding Service (LADO) 03330 139 797
Contact Essex on 0345 603 7627 Consultation Line’ or ‘Priority Line’.
FOH@essex.gcsx.gov.uk
Essex Safeguarding Children Board www.escb.co.uk
Integrated Working https://eccims.co.uk/goecclms.asp
www.education.gov.uk
www.nspcc.org.uk/inform
www.thinkuknow.co.uk
www.afruca.org.uk
www.forwarduk.org.uk

The procedures for dealing with allegations against staff are detailed in our Child Protection Policy.

It is a requirement that all staff undertake a robust induction process which includes scrutinising the safeguarding and associated policies.

All staff receive regular refresher training in safeguarding. Staff are closely monitored during their probationary period, and there is on-going staff supervision.

Team meetings and house meetings provide opportunities for managers to reinforce policies and ensure staff are fully conversant with their responsibilities around safeguarding.

The implementation of the following school policies and procedures aim to safeguard students and promote their welfare:

• Behaviour Management including anti bullying
• Child Protection
• Complaints
• Critical Incident
• E-Safety
• Missing Persons
• First Aid
• Health & Safety
• Intimate Care
• Medication
• Safer Recruitment
• Professional Conduct
• Out of School Trips
• Searching students’ possessions
• On-call
• Whistleblowing
• Employing Ex-Offenders
## Risk assessment

### The vulnerability of students at Doucecroft School with regard to radicalisation. 2018

#### The Prevent Duty

<table>
<thead>
<tr>
<th>Risk</th>
<th>Control</th>
<th>Action</th>
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| Students have Autism:-  
Difficulties with communication. Interpreting the meaning behind any communication. May not understanding “hidden meaning”  
Difficulties with social communication. May be socially isolated, desire “friends” but not know how to approach people. Vulnerable to bullying and susceptible to suggestion. May be easily led  
Difficulties with flexible thought and imagination. May become fixated on certain behaviours or objects. May not understand the consequences of their action for others, can’t see the bigger picture, may be easily influenced by family and those they see as friends  
May have computer skills beyond their cognitive ability, may access things they do not understand  
Struggle to separate reality and make believe, have virtual friends | School curriculum focuses on developing functional communication skills  
Debating club and school council encourage discussion and the ability to disagree. The school has an ethos where students are confident to communicate worries to staff  
The school has robust anti bullying procedures  
The core curriculum focuses on personal development  
PSHE curriculum helps students develop an understanding of others.  
Students tend not to be very independent or socially mobile.  
Students are closely supervised and staffing levels are high  
Students have management plans which encourage personal development and understanding  
Student behaviour is tracked and analysed  
Parents contribute to management plans and risk assessments  
Once established students may have very fixed ideas of right and wrong behaviour | Student disclosure will be managed through child protection procedures.  
Parents will be involved in the early stages of any bullying process  
Concerns will be reviewed as part of the student review process  
Changes in behaviour are discussed and tracked  
E safety officers monitor computer use  
Student are aware of sanctions for inappropriate use, parents are informed |