



Spring Hill School

Safeguarding Policy Statement

Wider Policies support this Safeguarding Policy Statement. All are numbered and sit alongside to create the school safeguarding policy.

1. Child Protection Policy
2. The Role of the DSL Policy
3. Child on Child Abuse Policy
4. Filtering and Monitoring Policy
5. Managing Low Level Concerns Policy
6. Absent from Education Policy
7. Schools Safer Recruitment Policy
8. Managing Contextual Risks to Children

Legislative Responsibilities

The collection of policies is all written in line with:

- The Children's Act 1989 (2004)
- Care Standards Act 2000
- Education and Inspections Act 2006
- Children's Homes Regulations 2015
- Residential Special Schools: National Minimum Standards
- The Education (Independent School Standards) (England) Regulations 2014
- Keeping Children Safe in Education 2023
- Working Together to Safeguarding Children 2023

Safeguarding culture of the organisation

Our safeguarding culture can be best described as:

- **Proactive**, being professionally curious to determine further information in the interests of the child. It is essential that staff exercise professional curiosity at all times, as it is likely that signs of any form of abuse including neglect will be identified

when dealing with an un-associated incident. Having strong governance and leadership, raising awareness through and enhancing children's and young people's capacity around the risks and their own safety, regular reflective supervision).

- **Reactive** (taking swift actions, reducing the risk of harm to a minimum, involving other professionals in timely manner, active listening, applying theory in practice in a methodical way).
- **Reflective** (understanding 'how we got there in the first place', completing a reflective account of events, involving other key professionals in future planning, identifying actions and further changes to be made).

Child protection and safeguarding is everyone's responsibility. Everyone working for or visiting our locations has a responsibility to understand and implement this policy and procedure at all times.

All individuals in our services have a right to feel safe, secure and be protected from harm.

As a provider of specialist education and care services it is imperative that all staff are aware that all individuals with special educational needs (SEN) and disabilities:

- Are more likely to be abused or neglected;
- May display behaviour, mood and/or injury, which may relate to possible abuse and not just their SEN or a particular disability.
- Have a higher risk of peer group isolation.
- Can be disproportionately impacted by things like bullying without outwardly showing any signs.
- Experience communication barriers and difficulties in overcoming these barriers.

Multiagency Approach to Safeguarding

The CareTech group ethos is to work in collaboration with external agencies.

Safeguarding concerns must not be managed in isolation.

There is a shared responsibility to ensure that children are protected from harm while at school/college.

All staff must familiarise themselves with their local safeguarding partnership.

Through induction, staff are required to know:

- Who is the School/college DSL and deputy DSL and know their role
- Who is the Local Authority Designated Officer (LADO) and when to report
- How and When to contact the Multi-Agency Safeguarding Hub (MASH)

Each School DSL will be able to sign post staff to their local safeguarding partnership during induction. It is the responsibility of staff to ensure they are aware of the partnership and their role. Staff must ensure that they adhere to these, our policies should be used in alignment to this.



All staff must show professional curiosity in their approach. All schools/colleges staff remain vigilant and approach safeguarding as 'it could happen here'.