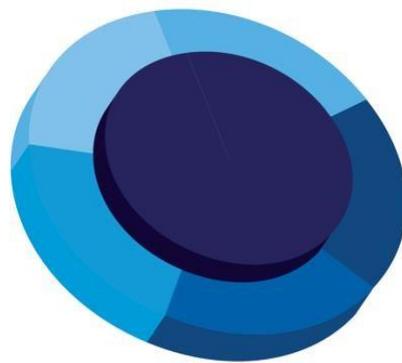


Harpurhey Alternative Provision School



Child Protection and Safeguarding Policy Sep 2018



SAFEGUARDING & CHILD PROTECTION POLICY

1. INTRODUCTION

1.1 This policy has been developed to ensure that all adults in HAPS are working together to safeguard and promote the welfare of children and young people. See appendix C for a summary of a 'good' safeguarding school.

1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of HAPS will be vigorously challenged.

1.3 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare.

1.4 The Proprietor, Colin Bell, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people. Amanda Buckley, School Liaison Officer, is the Designated Safeguarding Lead. In their absence any member of the Senior Leadership Team can offer advice and support.

1.5 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of HAPS This policy complements and supports other relevant school and Local Safeguarding Board policies (Appendix A). 1.6 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children 2015', HAPS will work in partnership with other organizations where appropriate to identify any concerns about child welfare and take action to address them. (See definitions of abuse, Appendix B)

2. ETHOS

2.1 HAPS aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2015' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well being of children, young people and staff.



2.2 HAPS is committed to supporting the delivery of effective early help using Manchester's Early Help Strategy. The children have access to appropriate curriculum opportunities, including emotional health and well being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

2.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of other individuals and potentially vulnerable groups.

3. UNDERLYING PRINCIPLES

3.1 The health, safety and well-being of all pupils at HAPS is of paramount importance to all who work here. All children have a right to be protected from harm, significant harm and against all forms of abuse. They have the right to protection, regardless of age, gender, race, culture or disability.

4. OBJECTIVES

4.1 To support the pupils' development in ways that will foster security, confidence and resilience.

4.2 To provide all staff and those adults who work with our pupils (e.g. supply teachers, trainee teachers, associate staff) with a clear framework to enable effective handling of safeguarding and child protection issues.

4.3 To facilitate a systematic method of monitoring children known to be at risk of harm.

4.4 To maintain effective working relationships with other agencies involved in the same field. This policy ensures that all staff at HAPS are clear about the actions necessary with regard to safeguarding and child protection issues.

5. THE CURRICULUM

5.1 All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

5.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others. There is access to a range of extra curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.



5.3 Personal Health and Social Education and Citizenship opportunities will provide the chance for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

5.4 HAPS takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, Radicalisation and Extremism, Forced Marriage.

5.5 All pupils will know that there are adults at HAPS whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

6. ATTENDANCE & EXCLUSIONS

6.1 HAPS views attendance as a safeguarding issue and in accordance with its Attendance Policy, absences are rigorously pursued and recorded. HAPS, in partnership with the home schools, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.

6.2 The Attendance Policy identifies how individual cases are managed and how we work proactively with parent(s)/carer(s) to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA) or a Parenting Contract.

6.3 We implement the statutory requirements in terms of regular liaison with home schools monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

6.4 The School Liaison Officer will inform the home school when a fixed term exclusion is being discussed and any safeguarding issues will be considered. HAPS does not permanently exclude pupils, HAPS may consider bringing a placement to an end but the permanent exclusion processes remain the responsibility of the home schools. Where a child or young person is experiencing a very high level of difficulty in their placement a multi-agency assessment may be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

7. KEEPING RECORDS

7.1 HAPS will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. HAPS records will also include a chronology of any other significant event in a child's life.



8 ROLES AND RESPONSIBILITIES

8.1 The Headteacher of HAPS will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- A Designated Senior Member of staff for child protection is identified and receives appropriate ongoing training, support and supervision.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is regularly updated.
- All temporary staff and volunteers are made aware of HAPS Safeguarding and Child Protection Policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parent(s)/carer(s) are aware of and have an understanding of HAPS responsibilities to promote the safety and welfare of our pupils through admission meetings and on the website.
- Ensure that the Safeguarding and Child Protection Policy is available on HAPS web-site.
- Ensure that HAPS co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalization and extremism.

8.2 The Governing Body of HAPS will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- A senior member of HAPS leadership team is designated to take lead responsibility for safeguarding within HAPS.
- HAPS safeguarding policy is regularly reviewed and updated and MSPRU complies with local safeguarding procedures.



- HAPS operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about HAPS safeguarding processes as part of induction.
- Ensure that HAPS co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalization and extremism.

8.3 The Designated Senior Member of Staff for Child Protection (Designated Safeguarding Lead) has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered at HAPS. The Designated Safeguarding Lead will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years.
- Provide relevant information to the home schools on how HAPS carries out its safeguarding duties.
- Provide support and training for staff and volunteers
- Ensure that HAPS actions are in line with the MCSB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on MCSB website at manchesterscb.org.uk)
- Support staff to make effective referrals to the Children's Services and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children's Services and any other agencies related to safeguarding children.
 - Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
 - Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role.
- Manage and keep secure HAPS safeguarding records.
- Ensure that all staff and volunteers understand and are aware of HAPS reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Headteacher about any safeguarding issues.



- Ensure that the Safeguarding and Child Protection Policy is regularly reviewed and updated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to the home school if the child leaves HAPS. Keep a copy of the file.

During term time, the Designated Safeguarding Lead should always be available (during school or college hours) for staff in HAPS to discuss any safeguarding concerns. Staff will be made aware of any appropriate cover arrangements for out of hours/out of term activities.

In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

9. SAFE RECRUITMENT AND SELECTION OF STAFF

9.1 HAPS recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education" September 2016.

9.2 The Headteacher and governing body will ensure that all external staff and volunteers working at HAPS will have been vetted and checked

10. WORKING WITH OTHER AGENCIES

10.1 HAPS has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. HAPS will notify social care if:

- There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school.
- It has been agreed as part of any child protection plan or core group plan.

11. CONFIDENTIALITY AND INFORMATION SHARING

11.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Member of Staff discloses any information about a pupil to other members of staff on a need to know basis only.

11.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.



12. TRAINING FOR STAFF AND VOLUNTEERS

12.1 In accordance with “Keeping children safe in education – September 2016” all staff will receive training at induction.

12.2 All staff should receive appropriate child protection training which includes basic safeguarding information about HAPS policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

12.3 The Designated Safeguarding Lead will receive refresher training every two years. All staff will receive appropriate child protection training which is regularly updated.

12.4 All staff will receive training or briefings on particular safeguarding issues, for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Domestic Abuse and Child Sexual Exploitation, E-Safety, Preventing Violent Extremism.

12.5 A flowchart giving a quick guide of what to do if you have concerns about a child is available in the Safeguarding folder on SharePoint

12.6 In addition all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

13. RECORDING AND REPORTING CONCERNS

13.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix B). If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Safeguarding Lead or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using HAPS ‘Cause for Concern’ recording system.

14. INFORMING PARENTS/CARERS

a) Our approach to working with parent(s)/carer(s) is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parent(s)/carer(s). In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

b) Parent(s)/ carer(s) will be informed if a referral is to be made to the Children’s Services or any other agency.



c) Parent(s)/carer(s) will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Safeguarding Lead or Headteacher will seek advice from Children's Services.

15. DOMESTIC ABUSE

15.1 HAPS is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

15.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

15.3. Information about domestic abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and HAPS Safeguarding and Child Protection's Policy and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

15.4 Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service Contact Centre will be contacted as soon as possible.

16. FORCED MARRIAGE

16.1 Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. HAPS is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

16.2 Information about Forced Marriage will be incorporated into staff safeguarding and child protection training and briefings and HAPS Safeguarding and Child Protection Policy will be used to protect a victim or potential victim of forced marriage.

16.3 If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

17. FEMALE GENITAL MUTILATION

17.1 Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff safeguarding and child protection training and briefings.

17.2 The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes a new statutory duty placed on professionals (including teachers) to notify the police when they discover that FGM appears to have been carried out on a girl under 18.



17.3 Further statutory guidance has been issued under Section 5c (1) of the Female Genital Mutilation Act 2003 “Multi Agency Statutory Guidance on Female Genital Mutilation – April 2016”

18. PREVENTING RADICALISATION and EXTREMISM

18.1 Protecting children from the risk of radicalisation is seen as part of MSPRU’s wider safeguarding duties. It is acknowledged that it is similar in nature to protecting children from other forms of harm and abuse and the importance of early intervention by our school. We follow the guidance set out in Keeping Children Safe in Education, September 2016

18.2 HAPS can produce evidence to show fulfilment of the Prevent duty in the 5 duty areas (Leadership and Management, Risk Assessment, Working in Partnership, Staff Training, IT Policies). We also support our children to be resilient against radicalisation.

18.3 We have named leads for Prevent on HAPS SLT and Governing body. Prevent is part of the safeguarding role of our Designated Safeguarding Lead. We have conducted a risk assessment to ensure that we give ‘due regard’ to all areas of the duty. We do not have a specific policy on Prevent but have ensured that it is embedded into all other appropriate school policies. We have clear procedures in place for protecting children at risk of radicalisation. These procedures are set out in this safeguarding document and other existing policies where relevant.

18.4 We work in partnership with others including the Local Authority and MSCB to share concerns and improve practice in this area. We regularly review our IT policies in school to ensure that IT use across HAPS is safe. Children and young people are supported to know how to stay safe on line and when accessing social media both in and out of school.

18.5 Staff training and knowledge on Prevent is regularly reviewed and monitored. Staff in this school are aware that Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Staff know that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology but they are alert to the signs and changes of behaviour which may be indicators. Staff are confident to challenge and support young people who may be vulnerable. Staff also know what to do if they have concerns that a young person is being radicalised.

18.6 School actively builds students resilience to radicalisation through the curriculum and a whole school ethos which promotes British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

18.7 HAPS seeks to have effective engagement with parents and families in order to work in partnership to protect our children and young people.



19. E-SAFETY

19.1 MSPRU has an E-safety Policy which recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance MSPRU's management information and business administration.

19.2 The internet is an essential element in 21st century life for education, business and social interaction and HAPS has a duty to provide children and young people with quality access as part of their learning experience.

19.3 It is the duty of HAPS to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.

19.4. HAPS will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

19.5 HAPS has an acceptable use policy (AUP). Where both staff and children have access, it will be necessary for us to have separate AUPs for staff and pupils. The AUP should cover the use of all technologies used.

19.6 HAPS follows the MSCB guidelines 'Safeguarding online guidelines for minimum standards' (version 3).

20. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

20.1 Members of staff may be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

20.2 All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well being as well as relevant family related issues. This information will be shared with the parent(s)/carer(s).

21. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

21.1 HAPS follows the government guidance 'Keeping children safe in Education – September 2016' when dealing with allegations made against staff and volunteers.

21.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.



22. COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

22.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

22.2 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

23 SERIOUS CASE REVIEWS

23.1 The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death.

The purpose of the serious case review is to:

Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people

Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.

Improve inter-agency working to better safeguard and promote the welfare of children and young people

If required HAPS will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

24. PEER ON PEER ABUSE / BULLYING

24.1 HAPS recognises that children are capable of abusing their peers. Our Governing Body understands that our approach will be in line with our response to any safeguarding concern.

25. ADULTS ON SITE

25.1 It is the duty of all staff to:

sign in and out of the provision at all times

wear or carry formal identification at all times

be vigilant in ensuring the security of the provision.

25.2 Visitors – all visitors should be issued with an approved visitor pass.

All visitors will be asked to sign in and out using the provision's Visitors log.



25.3 Visiting Professionals – all visiting professionals will be asked to produce their identification with photograph on entry to the provision.

25.4 Staff should challenge any person who is unknown to them who does not have an approved visitor pass or is not accompanied by another member of staff

25.5 A sign will be on display at the main reception that explains these standards to all visitors.

25.6 All visitors, including visiting speakers, are subject to HAPS safeguarding protocols while on site and will be supervised at all times.

The following definitions are from Working Together to Safeguard Children

Significant Harm The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

Physical Abuse Physical abuse 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 an illness in a child.

Emotional Abuse Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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, 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, though it may occur alone.

Sexual Abuse Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or nonpenetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.



Neglect Neglect is 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 for example.

Once a child is born, neglect may involve a parent or carer failing to:

Provide adequate food and clothing, 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 caretakers).

Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of vulnerability to Radicalisation

Pupil is distanced from their cultural/religious heritage and experience.

Pupil demonstrates discomfort about their place in society.

Pupil may be experiencing family tensions at home.

Low self-esteem and sense of isolation.

Pupil has distanced self from existing friendship groups and become involved with a different group of friends.

Pupil may be searching for questions about their identity, faith and belonging.

Pupil may have perceptions of injustice and rejects civic life.

Pupil is accessing extremist websites and is in contact with extremist recruiters.

Pupil justifies violence to solve societal issues.

Significant changes in behaviour and/or appearance.

Pupil uses extremist narratives and global ideology to explain personal disadvantage.

APPENDIX C

A 'Good' Safeguarding School.

The leadership, staff and board of trustees are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:



ETHOS AND ENVIRONMENT

HAPS is a place where 'Every Child Matters'.

The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.

HAPS has pleasant and welcoming dining areas and encourages healthy eating.

Achievements and progress are regularly celebrated and pupils are encouraged to have high expectations of themselves and others and understand that long-term goals are worth working for.

Pupils feel valued and are open and confident in their relationships with staff and one another.

Pupil's work is displayed and changed regularly.

SITE SECURITY

To ensure site security at times, the front doors to the school will be closed intermittently, this does not affect safety in a fire situation.

Internal doors will sometimes be locked in the event of safeguarding those inside the room and to maintain good order; this does not affect safeguarding in a fire situation.

All classroom internal door locks are accessible by students and staff as a 'thumb lock' and can be opened at any time from both students and staff at will from the inside of any classroom.

PRACTICES AND PROCEDURES

HAPS has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.

Behaviour Management and Safeguarding protocols are in place and are clearly understood and followed by all.

The Multi Agency Levels of Need and Response Framework is embedded.

Effective School Improvement Plan and effective school self-evaluation procedures are in place.

Appropriate Policies and Procedures are in place, understood and implemented by all staff.

HAPS takes account of the DDA and has made appropriate adjustments for staff and pupils.



All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.

HAPS has an identified person who administers medicines.

DBS checks are in place and regularly up-dated.

Appropriate Risk Assessment procedures are in place and up-dated.

PUPIL TRACKING

The progress and attendance of pupils at HAPS is carefully tracked and monitored and information shared with commissioning schools/institutions.

Pupil tracking systems are in place and used effectively to monitor and track progress academically and intervene as required.

Vulnerable groups are identified and tracked for progress, attainments and attendance.

Effective transition for pupils takes place at all stages.

STAFF TRAINING

The Leadership and Management of HAPS is trained in Safeguarding and is effective.

A Senior Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate supervision.

Staff receive regular up-dated training on Safeguarding and identified staff receive higher level training as appropriate.

PUPIL ENGAGEMENT

Pupil voice is valued is afforded respect and is involved appropriately in decision making.

Pupils are given responsibility in supporting other pupils and are involved in routine organisational tasks and activities.

THE CURRICULUM

The curriculum, organisation of teaching and learning and ethos in the provision contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety and building resilience.

Staff expectations of pupil's behaviour, attendance and attainment are high.

School has developed approaches to tackling all forms of bullying including, racist, homophobic and cyber-bullying. This includes tackling issues leading to grooming and child sexual exploitation and radicalisation



There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

There is effective communication between HAPS staff, outside agencies and parent(s)/carer(s).

Family intervention work is an integral part of HAPS support for children and families.

HAPS actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.

HAPS does exclude pupils but also tries to find alternative ways of supporting them.

HAPS does not see pupils at risk of gang involvement, sexual exploitation, radicalisation or criminal activity as crime and disorder issues but as a 'children in need' issue and works closely with other partner agencies to safeguard them.