



SAFEGUARDING AND CHILD PROTECTION POLICY

INTRODUCTION

Safeguarding and promoting the welfare of children is everyone's responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child." (KCSIE Sept 2018).

Thomas's Academy fully recognizes its responsibilities for child protection and is aware that the safeguarding and promotion of the welfare of children is of paramount importance. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Our procedures comply with DfE guidance and are in line with our local safeguarding children boards.

This policy applies to all staff, parents, volunteers, visitors and to pupils on and off the school site whilst they are the responsibility of the school.

Key Personnel and contact details for Safeguarding at Thomas's Academy

Designated Safeguarding Lead:	Miles Chester 020 7736 2318 mchester@academy.thomas-s.co.uk
Deputy Designated Safeguarding Leads:	Clare James cjames@academy.thomas-s.co.uk Sam White swhite@academy.thomas-s.co.uk

AIMS

- To ensure that the welfare of children is given paramount consideration when developing and delivering all school activities
- To practise safe recruitment in checking the suitability of staff and volunteers to work with children
- To raise awareness of child protection issues and equip children with the skills needed to keep them safe, including the safe use of electronic equipment and access to the Internet
- To establish a safe environment in which children can learn and develop
- To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- To support children who have been abused in accordance with his/her agreed child protection plan

- To ensure that children on the school register, of compulsory school age do not miss out on parts of their education through continuous absenteeism
- To work with other agencies, where such work is needed, to ensure adequate arrangements to identify, assess and support those children who are suffering significant harm or may suffer significant harm without appropriate intervention
- To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases, or supposed cases, or abuse, including radicalization, children sexual exploitation and online grooming and abuse.

We recognise that teachers are well placed to observe the outward signs of abuse. The school will create a positive ethos amongst the staff so that we can:

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried
- include opportunities in the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the LSCB and take into account the guidance 'Working Together to Safeguard Children' (2015) in order to:

- ensure that we have in each of our settings a designated teacher for child protection who has received appropriate training and support for the role
- ensure that every member of staff and volunteer knows the name of the designated teacher and their role
- ensure that every member of staff and volunteer understand their responsibilities in being alert to signs of abuse and responsibility for referring any concerns to the designated teacher
- develop links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- keep written records of concerns about children, even where there is no need to refer the matter immediately
- ensure all written records are kept securely, separate from the main pupil file, and in a locked location
- develop and follow procedures where an allegation is made against a member of staff or volunteer
- ensure safe recruitment practices are always followed
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection
- ensure that pupils who have been subject to abuse are supported in line with the child protection plan
- ensure that the child welfare office of the appropriate Local Authority is informed of any unexplained absence of two days for pupils on the CP register and ten consecutive days for others
- ensure that information is passed to relevant bodies, especially when a pupil moves school.
- ensure that staff working with Early Years, Reception and Year 1 pupils or at before and after school clubs attended by children under eight years of age are aware of the requirement to confirm that they are not disqualified from working in those settings.
- ensure staff are aware of the relevant legislation relating to Disqualification by Association and that they must advise the head teacher if they are concerned that they may be disqualified.

ROLES AND RESPONSIBILITIES

The role of the Governing Body

- To ensure that safe recruitment procedures are followed and that all appropriate checks are carried out on all staff
- To ensure that the Designated Lead, who is a member of the Senior Leadership Team, has undergone regular inter-agency training at least every two years
- To provide sufficient resources to enable appropriate training to be given to the Head, the Designated Lead and other staff at regular intervals, including annual safeguarding updates
- To ensure that the Safeguarding Policy and procedures are consistent with London Safeguarding Children Board (LSCB) requirements and are reviewed annually
- To ensure that the school has procedures for dealing with allegations of abuse against members of staff that comply with the LSCB
- To ensure IT systems have filters installed to guard against the risk of any inappropriate internet activity, whilst not over-blocking which may place unreasonable restrictions on what children can be taught.

The role of the Head

- To understand procedures set out by the London Safeguarding Children Board and the role of the Designated Leads
- To ensure that the Safeguarding Policy and procedures are implemented and followed by all staff and concerns are handled sensitively and in accordance with the whistle-blowing procedures
- To ensure that all temporary staff and volunteers are made aware of the school's arrangements for safeguarding children
- To monitor the effectiveness of the policy and procedures
- To ensure that the Designated Leads receive sufficient support, training, time and resources to carry out their role effectively
- To ensure that all staff know and are alert to possible signs of abuse and know what to do if they have any concerns or suspicions
- To be aware of any off-roll notification should there be safeguarding concerns and to follow this up in conjunction with the Designated Safeguarding lead and, if applicable, with the local borough safeguarding team
- To be aware of the possibility of private fostering arrangements and ensure that Registrars take steps to verify the relationships of the adults to any child who is being registered at the school
- To create a safe environment and a caring ethos within the school
- To make parents aware of the school's Safeguarding Children Policy
- To ensure that pupils' safety and welfare is addressed through the curriculum and related policies (Anti-bullying, Behaviour, Equal Opportunities, PSHCE).
- To ensure that Safeguarding awareness is covered in every interview to recruit new staff and that at least one member of each interview panel has undergone Safer Recruitment training.

The role of the Designated Safeguarding Lead

The Designated Lead has ultimate lead responsibility for all child protection matters in the school and is generally the person to whom anyone working in the school is required to report instances of actual or suspected child abuse or neglect. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.

The Deputy Designated Lead should be trained to the same level as the Lead and in the absence of the Designated Lead, carries out those functions necessary to the ongoing safety and protection of pupils.

During term time the DSL or their deputy will be available during normal school hours, either in school, or contactable by telephone, for staff, pupils or parents to discuss any safeguarding concerns. During the holidays there is no guarantee of immediate availability but most DSLs would be accessing emails fairly regularly.

The three broad areas of responsibility of the Designated Safeguarding Lead are:

- **Managing Referrals**
 - To be responsible for referring cases of suspected abuse or allegations to the local authority children's social care. This includes dealing with allegations about members of staff. Referrals will be confirmed in writing
 - To inform the Disclosure and Barring Services in cases where a person is dismissed or left due to risk/harm to a child
 - To inform the police in cases where a crime may have been committed
 - To act as a source of support, advice and expertise to staff within the educational establishment on matters of safety and safeguarding and when deciding whether and when to make a referral by liaising with relevant agencies. Where there is doubt, advice will be sought from the Deputy Designated Lead, the Lead Officer for Education Services or the Child Support Services Duty Manager. Alternatively anonymous advice can be obtained from the NSPCC helpline (0800 800 5000)
 - To keep detailed, accurate, secure written records of concerns and referrals
 - To report to the local authority any pupil who fails to attend school regularly, has been absent, without the school's permission for a continuous period of 10 school days or more
 - To liaise with the Head to inform him or her of any issues and ongoing enquiries.
- **Training**
 - To keep up to date with training (every two years) in identifying and referring suspected cases of abuse and pass new information to staff.
 - To understand the assessment process for providing early help and intervention
 - To have a working knowledge of how local authorities conduct a child protection case conference and be able to attend and contribute to these effectively when required to do so

- To develop effective links with relevant statutory and voluntary agencies and to be the first point of contact for outside agencies who are pursuing Child Protection investigations
 - To be alert to the specific needs of children in need, those with special educational needs and young carers
 - To follow the School's mandatory duty to report to the Local Authority where it is aware of or suspects that any child is subject to a Private Fostering Arrangement (an arrangement made without the involvement of the Local Authority for the care of a child under the age of 16 years of age, by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.)
 - To speak to the family of any child subject to a private fostering arrangement to check they are aware of their duty to inform the Local Authority.
 - To obtain access to resources and attend any relevant or refresher training courses
 - To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
 - To ensure each staff member has received appropriate training to be refreshed every three years, as well as annual updates, particularly of issues that may not have previously been explicit such as peer-on-peer abuse, so-called Honour Based Violence and the additional safeguarding vulnerabilities of children with special educational needs.
 - To keep a record of staff attendance at Safeguarding training
 - To ensure mechanisms are in place to assist staff to understand and discharge their roles and responsibilities with regard to safeguarding and child protection
- **Raising Awareness**
 - To be familiar with and understand the DfE guidance 'Keeping Children Safe in Education' (2016), 'Working Together to Safeguard Children' (2015), LSCB procedures and the HM Gov advice 'What to do if you're worried a child is being abused' (2015)
 - To ensure that all staff and support teams (permanent, temporary or supply) have read and understood the Safeguarding Policy and Part 1 of Keeping Children Safe in Education (2016) and signed a form to confirm this
 - To ensure that all parent volunteers and working in school are aware of the School's Safeguarding Procedures
 - To ensure the school's safeguarding policy is reviewed annually, or in line with new legislation or guidance, and the procedures and implementation are updated and reviewed regularly
 - To carry out a risk assessment, in line with Prevent guidelines for pupils and staff who may be in danger of radicalisation
 - To ensure the Safeguarding Policy is available publicly
 - To ask previous schools for details of any safeguarding issues for children new to the school
 - Where children leave the school to ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained
 - To liaise with the Digital Leads to ensure that the filtering of IT equipment undergoes a regular, proactive monitoring regime.

The role of the teacher

- To read and understand the Safeguarding and Child Protection policy and procedures and to seek clarification about anything of which they are unsure
- To know the identity of the Designated Leads
- To sign a form regularly, and in response to any changes, to state that they have read, understood and will abide by the most recent Safeguarding and Child Protection policy, the Staff Code of Conduct and Keeping Children Safe in Education Part 1
- To set a good example by conducting themselves appropriately and maintaining suitable standards of conversation and interaction with and between pupils
- To be responsible for the safety of children in their care and alert to any safeguarding issues
- To help pupils understand how to keep themselves safe and manage risk through PSHCE discussions and through all aspects of school life
- To foster a culture of trust between adults who work at the school and children who attend it
- To undertake regular training to identify and be alert to possible causes or symptoms of abuse, including abuse due to religious or cultural beliefs such as female genital mutilation (FGM).
- To identify children at risk of being drawn into terrorism and to challenge extremist ideas which can be used to legitimize terrorism and are shared by terrorist groups

- To build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views
- To be alert of persistent absenteeism of any pupils and report concerns to the Designated Lead should it be felt there may be safeguarding concerns
- To inform the Designated Lead when they become aware of any private fostering arrangements
- To be open, accepting and ready to listen to a pupil and to follow the procedures outlined in this policy in the event of a disclosure.
- Members of staff are required to 'self-declare' if there are any changes to their own criminal record or if there is a change in their personal circumstances which may affect the 'disqualification by association' criteria as listed in the DfE Disqualification under the Childcare Act 2006 statutory guidance of February 2015. They are also encouraged to sign up for the DBS update service to enable future status checks to be made.

PROCEDURES

Promoting awareness of child wellbeing and possible safeguarding concerns

Pupil Wellbeing has a high priority within the school and members of staff place great importance on spotting and supporting pupils who may be going through a difficult time. Each school discusses welfare issues and a weekly confidential report is shared with teachers to enable them to share concerns and identify issues at an early stage. These concerns may be related to academic, behaviour or general welfare.

Recognising indicators of abuse

Staff in schools are uniquely placed to observe outward signs of abuse, unexplained changes in behaviour or failure to develop. Children who are victims of abuse often display emotional and behavioural difficulties. Staff should also be aware that children with special educational needs or other vulnerable groups may be especially at risk of abuse and, therefore, extra care should be taken to correctly interpret apparent signs of abuse or neglect. **Appendix 5** of this Policy lists some of the types of abuse with which staff should be familiar.

All members of staff should be aware of the four key steps to follow to help identify and respond appropriately to possible abuse and/or neglect:

- Be alert – to be aware of signs of abuse and neglect and to understand the procedures set out in local multi-agency safeguarding arrangements
- Question behaviours – to be aware if something seems unusual and try to speak to the child alone, if appropriate to seek further information
- Ask for help – discuss concerns with the Designated Lead
- Refer – make a referral to the LSCB. This would usually be made by the Designated Lead but can be made by any practitioner. See **Appendix 1** for flowchart of procedures to follow.

It may not always be appropriate to go through all four stages sequentially. If a child is in imminent danger or is at risk from harm the matter should be referred to children's social care and/or the police. Alternatively the NSPCC whistle-blowing helpline number is 0800 028 0285.

Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life. All school staff should be prepared to identify children who may benefit from early help as providing support at this stage is more effective in promoting the welfare of the child than reacting later.

In the first instance staff should discuss early help requirements with the DSL. They may be required to support other agencies and professionals in an early help assessment. Chapter 1 of Working together to safeguard children (2015) provides detailed guidance on the early help process.

Dealing with a Disclosure

If a child reports, following a conversation you have initiated or otherwise, that they are being abused or neglected the following procedure should be followed:

- Listen to the pupil, take their allegation seriously and reassure them that you will take action to keep them safe.
- Do not interrupt if he or she is recalling a significant event; the first account is usually the most accurate.
- Do not guarantee confidentiality; referrals may have to be made in order to safeguard the pupil
- Ensure that any questions that need to be asked to clarify understanding are as open as possible and do not lead the pupil.
- Report orally to the designated teacher as soon as possible but certainly on the same day. If the Designated Lead is not available, report to the Deputy Designated Lead, the Head or a member of the SLT
- Keep any suspicions confidential and not discuss them with anyone other than those mentioned above
- Make a written note of the discussion as soon as possible and at the latest before the end of the day, to give to the Designated Lead. Note time, date, place, people present and what was said. Where possible the School Disclosure or Allegation Record (**Appendix 2**) should be used but if not available any paper will do. Records should be verbatim; the notes may be needed in subsequent court proceedings. All notes should be signed.
- Teachers are not required to investigate further, but may be required to support or monitor the pupil in the future.
- Members of staff have the right to contact the child protection agencies independently if it is felt that the school has not responded appropriately to concerns. The contact details for the LSCBs are:
familyservices@lbhf.gov.uk or tel: 020 8753 6600

Referrals

It should be noted that any referrals should be made to the Social Care team of child's home borough authority, not the school borough, should this be different. The DSL will normally be the person to establish contact.

Normally, when there are Safeguarding concerns, the Designated Lead will contact parents before making a referral to Children's Social Care Services. However, there are some exceptions; see below.

Physical injury, emotional abuse or neglect:

- The Designated Lead will contact Children's Social Care Services. If there has been a deliberate injury or where there are concerns about the child's safety, the child's parents should not be contacted before first consulting with social services
- Where emergency medical attention is necessary it will be sought immediately. The Designated Lead should inform the doctor of any suspicion of abuse
- If a referral is being made without the parent's knowledge and non-urgent medical treatment is required, social services should be informed. Otherwise, speak to the parent and suggest medical attention should be sought for the child.
- If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention should be requested.

Sexual abuse:

- The Designated Lead will contact Children's Social Care Services or Police Child Protection Team
- The Designated Lead will not speak to the parents
- Under no circumstances should the Designated Lead, or any other member of the school, attempt to carry out any investigation into the allegations or suspicions of sexual abuse. The role of the Designated Lead is to collect the exact details of the allegations or suspicion and to provide this information to the child protection agencies. The LCSB may then involve the Multi Agency Safeguarding Hub (MASH) for the borough, to take the referral further.

Dealing with allegations of abuse against staff

If any allegation of abuse is made against a member of staff, the LSCB procedures will be followed and we shall have regard to the guidelines on practice and procedure given in Part 4 of the DfE statutory guidance 'Keeping Children Safe in Education (2016).

Allegations that might indicate that a person is unsuitable to continue to work with children are where a person has:

- behaved in a way that has harmed a pupil, or may have harmed a pupil
- possibly committed a criminal offence against or related to a child

- behaved towards a pupil or children in a way that indicates that he or she would pose a risk of harm if they work regularly or closely with children

The procedures for dealing with allegations need to be applied with common sense and judgement. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the pupil and at the same time supports the person who is the subject of the allegation.

A member of staff receiving an allegation of abuse against another member of staff should report this immediately to the Head, unless the Head is the one against whom the allegation is made. An allegation against the Head should be reported to the Safeguarding Governor. If the Head is absent, the report should be made to the Safeguarding Governor.

An allegation against a member of staff must always result in a senior person at the school (as detailed above) contacting the relevant Local Authority's Designated Officer (often called the LADO) who will guide the next steps to be taken. 020 8753 5125 OR email LADO@lbhf.gov.uk

1. The Head should record any information about dates, times, locations and names of potential witnesses.
2. An initial assessment of an allegation should be made by the local authority duty officer (LADO) and the Head to judge whether:
 - a. there is need for immediate action to protect the pupil,
 - b. the allegation is demonstrably false,
 - c. there has been inappropriate behaviour or poor practice that can be dealt with through the school's disciplinary procedures.
3. Where a referral is made because the pupil has suffered or is likely to suffer significant harm, or the alleged abuse is a criminal offence, the LSCB procedures will be followed. The local authority will be informed of all allegations and be invited to discuss the allegation with the Head to confirm details and the best way of informing parents (if they are not already aware).
4. The Head will inform the accused person about the allegation after consulting the LADO (Local Authority Designated Officer)
5. If the allegation is not false or unfounded and there is cause to suspect a pupil is suffering, or likely to suffer significant harm, a strategy meeting will be convened
6. Teachers are permitted to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour. This should be taken into account if the allegation is about physical contact.
7. The LADO may hold meetings with other agencies e.g. the police, if it is judged that the threshold of significant harm has not been reached.
8. In cases where other interagency involvement is not required, the LADO will discuss with the Head what steps to take. The Head may decide to take no further action, to dismiss the person or not to use that person's services in the future.
9. Where further investigations are required before deciding how to proceed, the Head will decide, with the LADO, who will investigate; this may be an independent investigator provided by the Local Authority.
10. The Head will make the decision whether or not to suspend, given the risk to the pupil and where the allegations warrant investigation by police.
11. Outcomes of allegations against members of staff may be defined as Substantiated, False, Malicious, Unfounded or Unsubstantiated.
12. If the allegation is substantiated, the person is dismissed or the school no longer uses his/her services, then the LADO will discuss with the school whether a referral should be made to the National College for Teaching and Leadership (NCTL)
13. If the person is considered unsuitable to work with children, a report will be made to the Disclosure and Barring Service (DBS) within one month of their leaving the school.
14. For children in the Early Years Foundation Stage the school will also inform Ofsted (Tel: 0300 123 1231) within 14 days at the latest of any allegations of serious harm or abuse and of the action taken in respect of these allegations.
15. If an allegation is not substantiated and the person returns to work, the school will support that person through offering for example, a phased return or a mentor.
16. Allegations that are found to be malicious should be removed from personnel records; and any that are unsubstantiated, are unfounded, or malicious should not be referred to in employer references.

In response to an allegation all other options should be considered before suspending a member of staff: suspension should not be the default option. An individual should be suspended only if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the employer and the individual notified of the reasons.

Many cases may well not warrant the consideration of either a police investigation or enquiries by the Local Safeguarding Children's Board (LSCB). In these cases local arrangements should be followed to resolve cases without delay. However some rare allegations will be so serious they require immediate intervention by the LSCB and/or the police. The Designated Officers should be informed of all allegations that come to the school's attention so they can consult police and children's social care services as appropriate.

17.

Training

- All newly recruited staff (teaching and non-teaching and including visiting peripatetic members of staff and external club leaders) are given in-house training on safeguarding issues as part of their induction, covering how to identify and respond early to the needs of all vulnerable children
- Members of staff are given regular updates (at least annually) on Safeguarding issues and full refresher courses are organised in school to ensure that everyone is re-trained every three years
- Training is provided about the duty to 'prevent terrorism', using the 4 main themes from The Prevent Duty – Risk Assessment, Working in Partnership, Staff Training, IT Policies
- The Designated Safeguarding Leads undertake inter-agency training every two years. They are encouraged to attend network meetings and external courses.
- At least one person in each recruitment process has had "Safer Recruitment" training
- A record is kept of staff training, including type of training and dates.

Dealing with allegations of abuse against other children

If an allegation of abuse is made about another child it should be reported directly to the Designated Safeguarding Lead who will consult with the Head and the Duty Social Work service for the borough, and follow guidelines as laid out in our Anti-Bullying Policy and general safeguarding guidelines as applicable.

Safety in school

- Entry to school premises is controlled by secure doors, constant staff supervision or video surveillance.
- Members of staff wear name badges.
- Agency and supply staff should be checked to ensure that the person presenting at the school is the same person on whom the agency has provided checks for
- Authorised visitors are logged in and out of the premises and asked to wear visitor badges. Unidentified visitors will be challenged by staff or reported to the Head or School Office.
- The presence of intruders and suspicious strangers loitering near the school will be reported to the Police and the LA so that other schools can be alerted.
- No internal doors to classrooms will be locked while pupils are present. All teaching rooms should have clear, unobstructed glass panels in the doors.
- Members of staff who work with children on a one to one basis are made particularly aware of policies and procedures with regard to safeguarding as the nature of their work means they are more vulnerable to allegations made against them or a pupil may see their individual lesson time as a private opportunity to make a disclosure. See **Appendix 4**.

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own Safeguarding Policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential trips and work related activities, we will check that effective safeguarding arrangements are in place.

First Aid and Medical Plans

Except in cases of emergency, first aid will only be administered by qualified first aiders. All first aid treatment will be recorded and where significant will be shared with parents at the earliest opportunity.

Children requiring regular medication or therapies for long term medical conditions will be made the subject of a medical plan that has been agreed with parents.

Contractors

Building contractors who work on the school site will be made aware of this policy. Long-term contractors who work in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the SLT deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors and their employees to have direct access to pupils in non-teaching times.

REFERENCES

This policy has been informed by and complies with:

- DfE statutory guidance 'Keeping Children Safe in Education (September 2016)
- DfE statutory guidance 'Children missing education' (September 2016)
- NSPCC Briefing on key updates to statutory guidance for schools in England (KCSIE) 2016
- DfE advice 'The Prevent Duty' (June 2015) from The Counter-Terrorism and Security Act (2015)
- HM Gov advice 'What to do if you're worried a child is being abused' (March 2015)
- DfE statutory guidance 'Disqualification under the Childcare Act 2006' (February 2015)
- HM Gov guidance 'Working Together to Safeguard Children' (March 2015)

This Policy was audited externally in April 2016 by Andrew Hall, Specialist Safeguarding Consultant. (www.safeguardingschools.co.uk)

See also: Anti-bullying Policy, Behaviour Policy, Code of Conduct, Complaints Policy, Confidentiality Policy, ICT Acceptable Use Policy, Medical Conditions and Medication Policy, Online Safety Policy, Whistleblowing Policy

Staff Handbook: 26: Staff Conduct Guide

H & S Manual: 26: Security

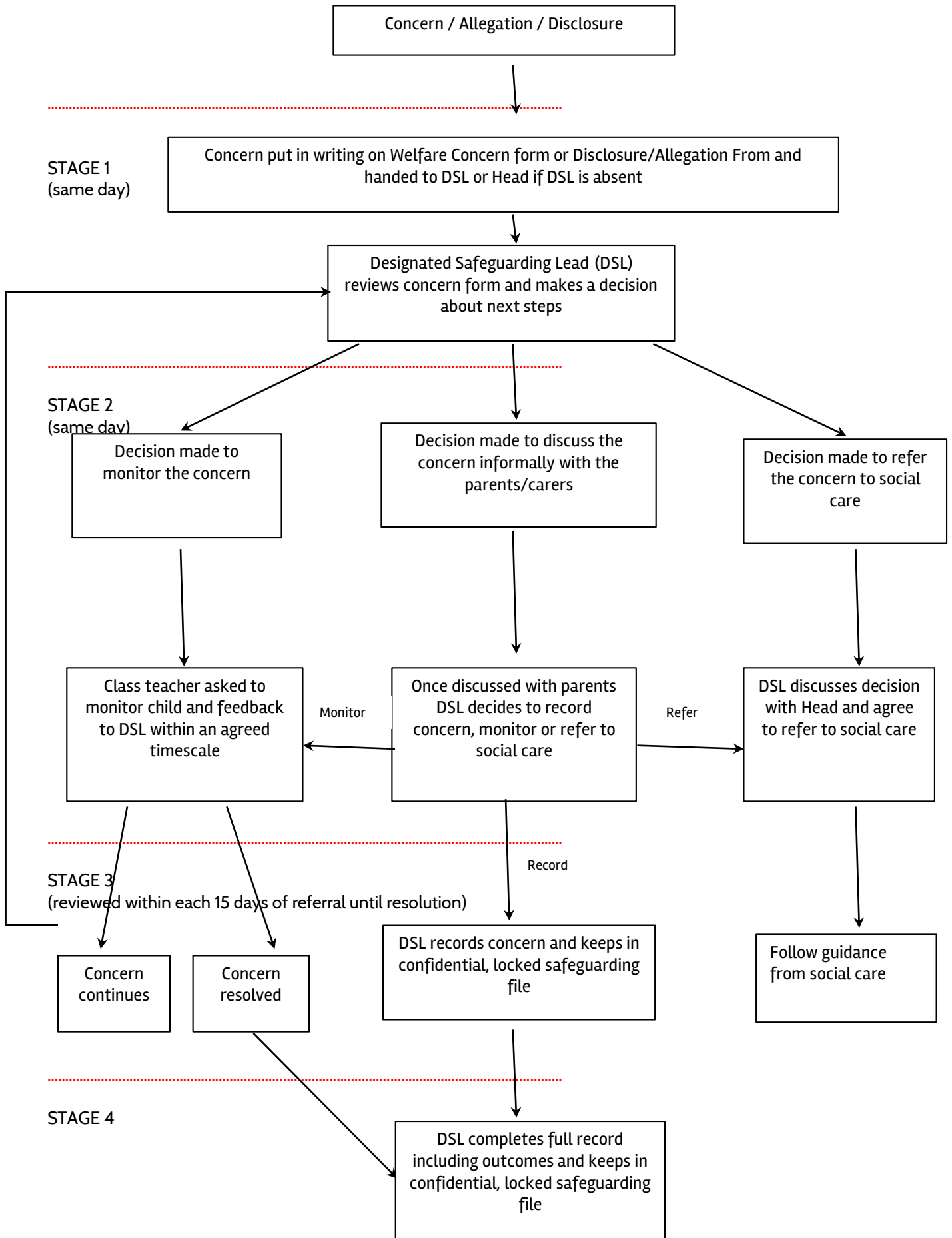
This policy will be reviewed annually and/or when required		
Created: March 2008	By:	NTL Thomas and BVR Thomas, Principals and Jill Kelham Vice Principal
Latest Review: September 2019	By:	Miles Chester

Appendices

- Appendix 1: Procedure flowchart for raising a concern about a child
- Appendix 2: School Allegation or Disclosure Record
- Appendix 3: Body map for location of any visible injuries
- Appendix 4: Guidance for working with children one-to-one
- Appendix 5: Definitions and signs of abuse
- Appendix 6: Useful references and organisations

SAFEGUARDING AND CHILD PROTECTION POLICY APPENDIX 1

PROCEDURE FOR RAISING A CONCERN ABOUT A CHILD



SAFEGUARDING AND CHILD PROTECTION POLICY APPENDIX 2

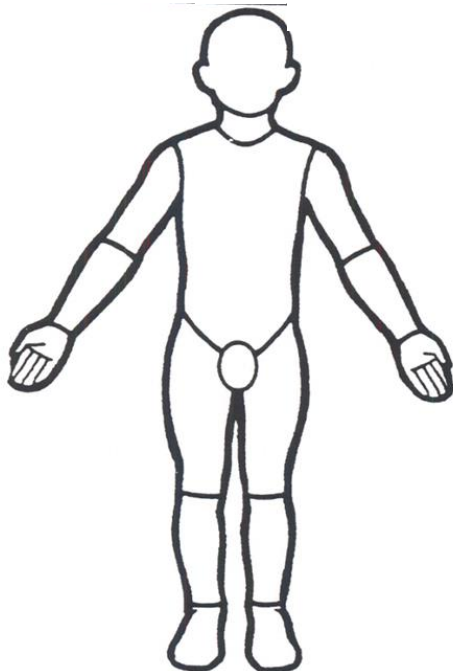


SCHOOL DISCLOSURE OR ALLEGATION RECORD (Guidance taken from the Child Protection Safeguarding Handbook for Schools)			
Name:		Form / Class:	
Date of birth:		Class teacher / Form tutor:	
Date and time of concern/disclosure/allegation:			
Why are you concerned about this pupil? <i>(Please provide a description of any incidents / conversations and the dates they occurred. You must make clear what is fact and what is hearsay. You must not ask the pupil leading questions or try to investigate the concern yourself.)</i>			
What have you observed and when? <i>(This relates to anything you have personally witnessed)</i>			
What have you heard and when? <i>(Write here anything you have been told by the pupil or any other person. Be clear about who has said what)</i>			
What have you been told and when? <i>(This may be third-party information that is relevant but as yet unsubstantiated)</i>			
If any allegation has been made, give any details you have about the alleged abuser			
Do those with parental responsibility know this form has been completed?			Yes / No
If not, why not?			
If yes, what did they say?			
NOTE: <i>Those with parental responsibility should not be contacted by anyone in the school if this could place the pupil at risk. Speak to the DSL first.</i>			
Does the pupil have any visible injury or have they told you they have been injured?			Yes / No

If so, has medical advice been sought?			
<i>If the pupil has a visible injury, please indicate the location on the body map (Appendix 6) and staple the body map to this form.</i>			
Has any action already been taken in relation to this concern (eg pupil taken out of class)			
Name and position of the person this record was handed to		Day, date and time this person received this record	
If not the DSL please explain why			
Your name:		Your signature :	
Your position in school		Date and time of this record	
<ul style="list-style-type: none"> • <i>If you are not a member of the school staff please provide details of your school/agency or service together with a contact telephone number</i> • <i>If you have used additional sheets to complete this record of concern, please staple them to this form and write the number of additional sheets here</i> • <i>Hand this form to the Designated Safeguarding Lead for your school before you go home. If the DSL is unavailable hand it their deputy, the Head or, as a final option, your line manager</i> • <i>If you do not have certain information, such as the pupil's date of birth, do not delay handing in the form. Ask the DSL to complete the information</i> 			

SAFEGUARDING AND CHILD PROTECTION POLICY APPENDIX 3

BODY MAP FOR LOCATION OF VISIBLE INJURIES FOLLOWING A PUPIL DISCLOSURE OR ALLEGATION



SAFEGUARDING AND CHILD PROTECTION POLICY APPENDIX 4

WORKING WITH CHILDREN ONE-TO-ONE

Working with children in one to one situations requires additional safeguards to be in place. Adults working in one to one settings are more vulnerable to unfounded or malicious allegations being made against them. One to one situations also have the potential to make the child more vulnerable to harm by those who seek to exploit their position of trust. It is important that every effort is made to ensure the safety and security of children and the adults who work with them.

Teachers also need to recognise that they may also pick up on concerns about a child or a child may disclose that they are being abused.

Principles (from Safer Working Practice guidance 2009)

- The welfare of the child is paramount
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any contact which would lead any reasonable person to question their motivation and their intentions.
- Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious and /or sexual identity.

Working arrangements

- A teacher must carefully consider the needs and circumstances of the child when in one to one situations
- It is advisable to leave the door of the classroom open when working in a one to one situation. In cases where privacy is required, it is essential that the teacher and child are visible through a window at all times.
- In the rare case of tutoring a child at home, a parent or carer must be in the house and the door to the room must be kept open.
- If lone working is an integral part of the role, appropriate risk assessments should be undertaken and conditions agreed with the line manager.

Confidentiality

- Teachers have a duty to report any concerns regarding a child's welfare
- Teachers must be aware of the contents of the Safeguarding Children Policy and the name of the designated teacher

- If a child discloses any information about abuse, the teacher must not ask leading questions or promise confidentiality
- All concerns must be recorded, dated and signed

SAFEGUARDING AND CHILD PROTECTION POLICY APPENDIX 5

DEFINITIONS AND SIGNS OF ABUSE

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child either directly by inflicting harm, or indirectly, by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them; or, more rarely, by a stranger (eg via the internet). They may be abused by an adult or adults, or another child or children.

Factors which may make a child particularly vulnerable to abuse include:

- showing signs of abuse/neglect
- living in an identified domestic abuse situation
- is a young carer
- is showing signs of engaging in anti-social or criminal behaviour
- affected by known parental substance misuse,
- affected by (a) parent(s) suffering with mental health problems or living in chaotic, neglectful and unsupportive home situations
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.
- 'Looked After' Children (LACs) or children in care or who have returned home to their family from care. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

DEFINITIONS

There are four types of child abuse. They are defined in the DfE Statutory Guidance 'Keeping Children Safe in Education' (2016) as follows:

1. Physical abuse
2. Emotional abuse
3. Sexual abuse
4. Neglect

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.

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.

Further safeguarding issues of which staff should be aware are: a child missing from education, a child missing from home or care, child sexual exploitation (CSE), bullying including cyberbullying, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender based violence, honour based violence, mental health, peer on peer abuse, private fostering, preventing radicalisation, sexting, teenage relationship abuse, trafficking. Further information can be found in DfE Statutory Guidance 'Keeping Children Safe in Education' (2016), page 11. www.gov.uk/government/publications/keeping-children-safe-in-education--2

KCSIE also recognizes the following as specific safeguarding issues:

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse;
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

- Inappropriate relationships:
 - Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.
- Boyfriend:
 - Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.
- Organised exploitation and trafficking:
 - Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Duty to Preventing Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to ‘prevent people being drawn into terrorism’. This has become known as the ‘Prevent Duty’.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

The curriculum is used to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

The school is committed to ensuring that pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school’s core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Female Genital Mutilation

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8. FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or loo due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Mandatory Reporting of FGM

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure. Under no circumstances should school staff physically examine pupils. Unless there are exceptional circumstances, concerns about FGM should be taken to the DSL, rather than the police.

Peer on Peer Abuse

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Peer on peer abuse may well include (but is not limited to) bullying (including online bullying) gender based violence/sexual assaults and sexting. There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- the perpetrator has repeatedly tried to harm one or more other children; or
- there are concerns about the intention of the alleged perpetrator.

SAFEGUARDING AND CHILD PROTECTION POLICY APPENDIX 6

Useful references and organisations

London Safeguarding Children Board

www.londonscb.gov.uk

National Society for the Protection of Children

www.nspcc.org.uk

Tel: 0800 800 500

Child Line

www.childline.org.uk

Tel: 800 1111

Kidscape

www.kidscape.org.uk

Stonewall

www.stonewall.org.uk

The Safe Network

www.safenetwork.org.uk

Barnado's

www.barnados.org.uk

'Educate against Hate' DfE Website (launched January 2016) educateagainsthate.com

'What to do if you're worried a child is being abused.' Published by DFE (2015)

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings. (October 2015)

Mentoring site where users can give and receive confidential advice. www.horsemouth.co.uk

Domestic Violence Website for young people www.thehideout.org.uk/

Below is a selection of useful teaching resources on domestic abuse/violence for schools

'Is this Love?' Lesson plans and guidance for schools

<http://www.devon.gov.uk/adva-education-pack.pdf>

Respect Training Resources for primary and secondary schools – developed in Scotland but an excellent resource for use in all schools. www.zerotolerance.org.uk

'Stop Hitting Mum' – Children talk about domestic violence (2003) Mullender A, et al Young Voice.

'Hitting and Hurting – Living in a Violent Family' Pickering, F (2000) The Children's Society.

'Child protection and domestic violence' Mullender A, Dobbonair T (2000) Venture Press.

Children's Perspectives on Domestic Violence, Mullender A, Hague G, and Regan L (2002), Sage.

Feeling Happy, Feeling Safe (a safety guide for young children), Michelle Elliott (6 – 11 year olds) (1991) ISBN 0340546646