

# **Safeguarding and Child Protection Policy**

## **Policy Review**

This policy will be reviewed in full by the Governing Body on an annual basis.

**Designated Senior Person-Coordinator for Safeguarding and Child Protection:  
Mrs. Jo Sheehy, Deputy Headmistress**

**Deputy Designated Senior Person:  
Mrs Rosalynne Wallis, Assistant Headteacher**

**Designated Governor:  
Mr Peter Stanford**

**Revised May 2016 JSH**

# Safeguarding and Child Protection Policy

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## Introduction

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This safeguarding duty was extended in February 2015 to 'have regard to the need to prevent people from being drawn into terrorism' – The Prevent Duty. This is allied to the need to actively promote British Values as specified in the School's British Values Statement.

Children includes everyone under the age of 18.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

**“All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children”**

(HM Govt 2003)

Safeguarding is 'everybody's responsibility' (Lord Laming). All staff and volunteers must be alert to the signs of abuse (neglect, physical injury, emotional abuse, neglect and sexual abuse) as well as pupils who express radical views or in danger of being influenced by such views. All staff should report any concerns or suspicions to the Designated Senior Person for Safeguarding and Child Protection or her Deputy. All staff and volunteers are responsible for complying with the child protection procedures as detailed in this and other related policies.

## Policy Statement

The Governors and Staff of St. Michael's Catholic Grammar School fully recognise the responsibility and duty placed upon them to have arrangements in place to safeguard and promote the welfare of all students at the school and that all staff and volunteers have a full and active part to play in protecting students from harm. We believe that our school provides a positive, caring, safe and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual. All staff should promote a respect for the democratic process and its associated legal framework encompassed in the term 'British values'.

## Aims

- \_\_\_ To ensure that the welfare and safety of pupils is paramount and there is a climate of trust, where disclosures are taken seriously and acted upon quickly
- \_\_\_ To establish and maintain an environment where pupils feel safe, secure, respected and valued and which fosters resilience
- \_\_\_ To ensure that pupils feel confident that there are adults in the school who they can talk to if they are worried or in difficulties
- \_\_\_ To ensure that pupils feel they will be listened to and will receive appropriate support
- \_\_\_ To ensure that all teaching and support staff are aware of their responsibilities in safeguarding pupils
- \_\_\_ To establish and maintain an environment where school staff are encouraged to talk and feel they are listened to when they have concerns about the safety and well-being of a student
- \_\_\_ To ensure that there are clear procedures, which are known to everyone, for reporting child protection and radicalisation concerns
- \_\_\_ To establish and maintain effective working relationships with other agencies involved in safeguarding children and young people

- \_\_\_ To ensure that all adults within our school, who have access to students, have been checked as to their suitability to work with children and young people and that they do not promote radical views which promote terrorist action
- \_\_\_ To include opportunities within the curriculum for students to develop the knowledge and skills they need to stay safe and to recognise abuse and possible radical non-democratic perspectives.
- \_\_\_ To provide a means of monitoring pupils known or thought to be at risk of harm and ensure that we contribute to assessments of need and support plans for those pupils.

## **Safeguarding and Child Protection Procedures**

**Safeguarding three Ps is the duty to:**

- **Protect:** children from impairment
- **Prevent:** impairment of children
- **Promote:** wellbeing of children

**by working together**

**If any member of staff is concerned about the safety or well-being of a student must discuss their concerns with the Designated Senior Person (Mrs J Sheehy - Deputy Headmistress)**

### **What to do if you are worried that a student is being abused**

**The 3 RRRs :**

**Recognise:** Something gives you cause for concern

**Respond:** Talk it through with the Designated Senior Person as soon as possible

**Refer:** The Designated senior Person informs the appropriate safeguarding professional

### **It is Everyone's Responsibility to Protect Children and Young People**

More than 70% of disclosures are made to non-teaching staff in schools.

School staff are often the people pupils will turn to when they want to disclose information about abuse so it is important that we **pass on information quickly** so that others can make the appropriate decision on actions.

### **Definitions of Child Abuse**

**All staff must be aware of the main categories of abuse. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.**

Child abuse is repeated maltreatment or neglect resulting in significant harm. The categories of abuse under which a child can be registered are:

#### **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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or to provide adequate supervision (including the use of inadequate care-givers), or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs and also an absence of boundaries.

#### **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 be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

## **Sexual Abuse**

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

## **Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment 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. It may include not giving the child an opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. 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 ill treatment of a child, though it may occur alone.

## **Specific Safeguarding Issues**

- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE- see Appendix 1)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM – see Appendix 1)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Preventing radicalization (see Appendix 1)
- Sexting
- Teenage relationship abuse
- Trafficking

(More details on these concerns on websites, gov.uk and www.nspcc.org.uk)

## **Common signs of Child Abuse**

- Repeated injuries
- Neglected appearance
- Disruptive behaviour
- Passive, withdrawn behaviour
- Super-critical parents
- Isolated families

**All staff should be concerned about any student who presents indicators of possible harm – see Appendix 1 for details you need to be familiar with**

### **How to respond to a student who is disclosing abuse**

If you are the first point of contact for a student wishing to disclose *you are a very important person* for that particular student.

- Believe what the pupil is saying in the first instance
- Reassure the pupil but don't promise confidentiality
- Tell the pupil you take what they are saying very seriously.
- Let the pupil know that you understand how difficult it is to talk about such experiences and that s/he is brave to tell.
- Reassure the pupil that s/he is not to blame.
- Ensure the pupil feels safe - Be aware of your body language, eye contact
- React calmly – Keep responses short, simple, slow quiet and gentle
- Don't interrogate the pupil: observe and listen, don't put words in their mouth
- Don't stop a pupil who is freely recalling significant events
- Don't judge the abuser
- Listen carefully. Make accurate notes at the time or asap about what has been told, seen or heard

Suggestions of what to say : 'You're very brave'. 'I believe you'. 'It's not your fault'. 'Well done'. 'I am worried about you'. 'I will need to talk to someone else about what I can do next'. 'You will be asked to share this with someone else'.

### **Essential Dos and Don'ts**

Don't probe any further than what the pupil initially wishes to disclose. You need to find out just enough about the alleged abuse in order to pass the information on.

Don't put words or suggestions into the pupil's mind. Should a case go to court you may be called as a witness and the court will need to be convinced that you have not contaminated the evidence.

Do be supportive in your response at each stage, this will encourage the pupil to make further disclosures. Children often drip-feed information giving small clues over a period of time.

**Do pass on your concerns immediately** to the Designated Senior Persons. In their absence speak to any member of SLT.

**Do not wait until the end of the day.**

The Designated Senior Person will then speak to the pupil themselves.

**Child protection issues are always treated as a priority.**

### **Record Keeping**

Any verbal information or referrals must be followed promptly by a written report.

Written reports should be marked with the date and time, persons involved and notes on the event and action taken.

Any original rough notes made during the interview must be kept and attached in case they are needed by a court

The following may be helpful as guidelines generally but especially where a disclosure has been made about alleged abuse:

- Written recording during the interview

It may be possible to write down phrases and words whilst the pupil is talking which can be used to trigger recall when a full report is made. This should only be done if the student is in agreement and if it feels comfortable.

- Recording your own responses

Your verbal and non-verbal responses should be recorded and it should be clear that a non-leading approach has been used.

- Written recording immediately after the interview

It is very important to try to record exactly what the pupil said and using the student's vocabulary even if the meaning is unclear.

- Recording the context of the disclosure

The context in which a pupil chooses to tell about an incident of abuse can provide valuable information to the investigating team e.g. the student had just finished reading a particular book or had been involved in a class discussion on.....

- Recording the emotional context of the disclosure

The emotional context can provide valuable clues to the investigating team. A pupil may make serious statements in a joking way or may present as tearful and distressed. Describe any non-verbal behaviour

- Recording repetition

If a pupil repeats statements these should be recorded. Consistency in a pupil's repeated statements adds to the strength of the evidence.

- Draw a Diagram

If there is any obvious bruising or injury draw a diagram to indicate its position.

The Designated Senior Person will attach the report to a Social Services Safeguarding Children Referral Form filling in appropriate sections and recording any further action. This will be faxed and sent to Social Services.

All reported concerns, whether eventually considered to be Safeguarding Child Protection issue or not, must have written records and proper standards of confidentiality must be observed. Colleagues will be informed on a 'need to know' basis.

- Accurate detailed accounts, rough notes and all other related paperwork should be placed in a sealed envelope in the locked CP files in DPs office
- Confidential Safeguarding and Child Protection Records must be transferred securely to a student's new school or setting within five working days of it being identified.

### **Suspicion of abuse but no disclosure**

Inform the Designated Senior person when your suspicions are aroused and make brief records of everything said and done including times and dates of all talks with the student. The Designated Person will take advice as to whether to make a referral or to hold the matter as a 'school concern'. If a suspicion arises again about the same student a referral will be made.

**If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.**

### **Disclosure by a 3<sup>rd</sup> party**

If a 3<sup>rd</sup> party e.g. another parent, neighbour or member of the public discloses information they should be encouraged to report their concerns directly to social services or the police (anonymously if necessary).

### **Interagency Procedures**

We ensure that effective working relationships are developed with all external services involved in Safeguarding and Child Protection

- The Designated Senior Person will contact Social Services or other relevant agency for advice where there are sufficient concerns regarding a pupil's safety and welfare
- It will be agreed with recipient what the pupil and parents will be told, by whom and when.
- Social Services will decide on the next course of action.
- If Social Services make an initial assessment which confirms concerns about student's safety, a Social Worker and Child Protection Police may interview the pupil
- If no emergency action necessary an initial assessment will be completed by Social Services
- The Designated Senior Person will keep relevant staff informed on a need to know basis; this is likely to include the Key Stage Head and Form Tutor.
- Pupils who have been identified as at risk are monitored by the Designated Senior Person through the Key Stage Head and further action is taken if needed
- The Designated Senior Person or an appropriately informed member of staff attends strategy meetings or case conferences or other multi agency planning meetings and written reports are produced for these meetings
- Accurate records relating to pupils subject to a Child Protection Plan are kept in a secure place
- If the pupil is the subject of a Child Protection Plan, the assigned Social Worker is informed of any concerns, exclusions or changes in the child or their circumstances
- An absence, without satisfactory explanation, of a student who is subject to a Child Protection Plan is referred to the EWO and/or Social Worker
- Confidential Safeguarding and Child Protection Records are transferred securely to a pupil's new school

### **Parental Involvement**

Schools have a duty to safeguard and promote the welfare of students and may need to share information and work in partnership with other agencies where there are concerns about a child's welfare.

- The child's view may also be taken into account in deciding to inform the family in some circumstances particularly where the student is sufficiently mature to make informed judgements about the issues
- Where there are doubts or reservations about involving the pupil's family, the Designated Senior Person will clarify with the statutory agencies whether, and if so when and by whom, the parents should be told about the referral
- A referral will be made if it is in the interests of the student according to the Children Act (1989), or a police investigation.

### **Confidentiality**

We recognise that all matters relating to Child Protection are confidential. The Designated Senior Person will disclose personal information to other staff on a need to know basis only. However, all members of staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard pupils. The school will always undertake to share our intention to refer a pupil with their parent's consent unless to do so would put the student at greater risk of harm, or impede criminal investigation. If in doubt we will consult with Education Welfare, Social Services or the police at this stage.

All staff must be aware that they cannot promise a pupil to keep secrets which might compromise the pupil's safety or well-being or that of another child



## Support for Staff

It is recognised that dealing with disclosure from a pupil and a child protection case in general, is likely to be a stressful experience. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Senior Person and/or to seek further support.

## Training of Staff in Safeguarding and Child Protection

- **The Designated Senior Person and Deputy** and Designated Governor have received Local Safeguarding Children's Board approved training
- **The Designated Senior Person and Deputy** also have a duty to keep up to date with the latest guidance and will have access to appropriate workshops, courses or meetings as organised or promoted by the LA.
- **All newly appointed staff** receive prompt training delivered by the Designated Senior Person as part of their induction programme
- **All temporary staff and volunteers** will be given guidance about their responsibilities by their Line Manager, be directed to familiarise themselves with the relevant policies and where to access them and be given a copy of procedures so that they may be able to recognise and refer any concerns.
- **The** Appropriate Governors and Senior Staff involved in appointing staff have received accredited with Safer Recruitment Training
- **All technical, practical and support staff** will have access to relevant Health, Safety and Welfare Training and retraining promoted by the LA
- **The Educational Visits Co-ordinator** has undertaken LA training
- **All Leaders of Educational Visits** will have a duty to be familiar with the Educational Visits Policy.
- **All staff on Educational Visits** will have a duty to be familiar with the Educational Visits Policy and be guided through these by the Visit Leader

## Complaints and Allegations Against Staff

Principles, responsibilities and procedures are laid out in the Allegations Against Staff Misconduct Flowchart.

- If the disclosure concerns allegations made about a member of staff these should be reported directly to the Headteacher
- If the disclosure concerns allegations made about the Headteacher this should be reported to the Deputy Head, who will inform the Chair of Governors
- The Chair of Governors is nominated to be responsible in the event of an allegation being made against the Headteacher.
- A referral to the Disclosure and Barring Service (DBS) needs to be made if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

## Children in Care

The Deputy Headteacher, Mrs J Sheehy, is the Designated Senior Person for Children in Care. It is their responsibility to ensure that:

- They attend appropriate training or meetings as organised by the LA and keep up to date with the latest legislation and guidance.
- Progress of Children in Care is reported on annually to their Local Authority

- Relevant information and documentation is prepared for Personal Education Plan (PEP) Meetings co-ordinated every six months by the pupil's Social Worker
- The assigned Social Worker is informed of any concerns, exclusions or changes in the pupil or their circumstances
- The school is represented at Looked After Children (LAC) Reviews or relevant paperwork is contributed
- Excluded Children in Care are offered alternative arrangements for their education from the first day of their exclusion and the Social Worker and LA are informed
- The LA Children's Service are notified if they believe a child to be living with someone in a private arrangement.

### **Students with Special Needs**

We recognise that children with special needs may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse.

- We will provide a school environment in which all students including those with Special Educational Needs, Disabilities or Medical Needs can feel confident and able to discuss their concerns

All staff who work with children and young people are constantly carrying out informal risk assessments as part of their everyday practice e.g. stopping a child from swinging back on a chair. However, there are times when more Formal Risk Assessments are necessary. The most common of these used in school are:

<b>Risk Assessment</b>	<b>Staff responsible and other consultants</b>
Admitting or re-admitting pupils whose behaviour may place other pupils or staff at risk	Headteacher
Assessing students who self harm or in doing so may place others at risk	Head of Key Stage, Deputy Head
Healthcare Plans	School Welfare Officers, Deputy Head
Educational Visits and Journeys	School Welfare Officers, Trip Organisers, Education Visits Coordinator
Practical Subjects	Heads of Department
Annual Health and Safety Checks	Head and Site Supervisor
Site Security	Head and Site Supervisor
Building work or contractors on site	Head and Site Supervisor

- Outcomes of completed risk assessments will need to be communicated with those who need to know as defined in the risk assessment.
- Ongoing Risk Assessments will be reviewed regularly.

### **Awareness Raising for Students**

We recognise that it is important to make students aware of behaviour towards them that is not acceptable and how they can help keep themselves safe. Opportunities for students to learn about safekeeping, who to ask for help if their safety is threatened and how to develop a healthy safer lifestyle will be provided through:

- Education for Living
- Assemblies
- Outside speakers
- Health and Safety Training in practical subjects like Science and ICT
- Daily contact with their form tutor

## **Roles and Responsibilities**

### **The Governing Body**

**The Designated Governor for Safeguarding and Child Protection is:** Mr Peter Stanford

**The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard pupils.**

In particular the Governing Body must ensure that the following are in place and adhered to:

- The Safeguarding and Child Protection Policy and procedures
- Health and Safety Policies and procedures
- The policies and procedures are made available to parents on request
- A member of the school's Senior Leadership Team is appointed as Designated Senior Person.
- There is an appointed Deputy Designated Senior Person
- Appropriate training is undertaken by the Designated Senior Person and their Deputy and refreshed regularly
- Appropriate Child Protection Training is undertaken by staff, volunteers and governors and refreshed regularly

Temporary staff and volunteers are made aware of the school's arrangements and responsibilities

- The school site is secure and safe
- Safer Recruitment Procedures including CRB checks and accredited Safer Recruitment Training for the Headteacher, appropriate Governors, and other relevant senior staff involved in appointing staff
- Safe management of allegations
- The ethos of the school promotes positive practice in relation to Safeguarding
- Prompt and effective steps are taken to address complaints, concerns or deficiencies in Safeguarding and Child Protection arrangements
- The Chair of Governors is nominated to be responsible in the event of an allegation of abuse being made against the Headteacher
- There is a Safeguarding and Child Protection Governor who will evaluate the effectiveness of child protection work carried out by the school annually and report back to the full Governing Body.
- Safeguarding and Child Protection Policies and Procedures are reviewed annually in consultation with the full Governing Body.

### **The Headteacher**

**Is responsible for:**

- Ensuring the appropriate Designated Senior Staff are in place and trained

- Ensuring that the Safeguarding and Child Protection Policy together with the Health and Safety policy are in place
- Being the point of referral for allegations against staff.

### **The Designated Senior Person**

**The Designated Senior Person, Co-ordinator for Safeguarding and Child Protection is:** Mrs J Sheehy, Deputy Headmistress

#### **To ensure that:**

- The school has a Safeguarding and Child Protection Policy which is communicated to all staff, volunteers and governors and is available for parents
- The policy is reviewed annually
- The school works within the legislative framework and recommended guidance
- The Designated Senior Person receives formal training attends appropriate inter-agency training and workshops, courses or meetings as organised by the LA and keeps up to date with the latest legislation and guidance
- All newly appointed, temporary staff and volunteers receive induction in Safeguarding and Child Protection

The designated Governor is regularly updated

- All staff and volunteers are aware of and follow the Safeguarding and Child Protection Policy and procedures and know how to recognise and refer any concerns
- Appropriate concerns are discussed with and/or formally referred to Social Services and/or the Police and/or other appropriate agencies eg GP, CAMHS etc
- A detailed and accurate written record is made (dated, timed and signed) of any disclosure or observation of a Safeguarding or Child Protection nature
- All reported concerns, whether eventually considered to be Safeguarding Child Protection issue or not, must have written records which are kept in a secure central record in Senior Designated Person's office.
- Confidential Safeguarding and Child Protection Records are transferred securely to a pupil's new school.
- Pupils who have been identified as at risk are monitored effectively and further action taken if needed
- Effective working relationships are developed with all external services involved in Safeguarding and Child Protection
- The Designated Senior Person or an appropriately informed member of staff person attends strategy meetings or case conferences or other multi agency planning meetings and that written reports are produced for these meetings
- Accurate records relating to pupils subject to a Child Protection Plan are kept in a secure place
- An absence, without satisfactory explanation, of a pupil who is subject to a Child Protection Plan is referred to the EWO and/or Social Worker
- If the pupil is the subject of a Child Protection Plan, the assigned Social Worker is informed of any concerns, exclusions or changes in the child or their circumstances

## **Responsibilities of Senior Staff**

Heads of Key Stage and of Departments are responsible for ensuring that:

- They are fully conversant with the Safeguarding and Child Protection Policy and all other school policies which relate to the safety and welfare of students
- All staff in their teams have received relevant Child Protection Training
- All temporary staff and volunteers in their teams are given guidance about their responsibilities by their Line Manager, be directed to familiarise themselves with the relevant policies and where to access them and be given a summary copy of procedures so that they may be able to recognise and refer any concerns
- Their area of the curriculum delivers and reports on, the relevant aspects of the Every Child Matters five outcomes
- That Health and Safety Policies and procedures are in place and adhered to
- The Health, Safety and Welfare of students on all educational visits and journeys is paramount and that Trip Organisers are fully aware of their roles and responsibilities contained within this policy together with The Educational Visits Policy.

## **Responsibilities of All Staff and other relevant adults**

Safeguarding is 'everybody's responsibility' was emphasised in Lord Laming's report to the Government.

All staff should:

- be familiar with the School Safeguarding and Child Protection Policy and procedures
- ensure that they are aware of their responsibilities in safeguarding students
- know who to contact if they are concerned about a student – The Designated Senior Person or her Deputy
- know who to contact about allegations made against staff – The Headteacher, or if against the Headteacher – the Chair of Governors
- be sensitive to signs which may indicate possible safeguarding concerns; including, for example, poor or irregular attendance – See appendix 1 for details you need to be familiar with

## **Monitoring and Evaluating the Safeguarding and Child Protection Policy and procedures**

- The policy and procedures will be reviewed annually by the Designated Senior Person and updated where necessary
- The delivered curriculum, provides opportunities for pupils to learn about keeping safe, who to ask for help if their safety is threatened and how to develop a healthy safer lifestyle
- Parents are surveyed annually on whether they feel their child feels safe and well cared for at school

## **Related School Policies, Procedures and Guidance Documents**

**We acknowledge that safeguarding is not just about protecting children from deliberate harm but includes issues addressed in the following school policies**

**Absence from school and Missing Children** – see Pastoral Policy

**Bullying** - see Pastoral Policy and Behaviour Policy and Anti Bullying Policy

**Allegations made Against Staff** - see Staff Misconduct flowchart

**Complaints from parents and students** – see Complaints Policy

**Drug and Substance Misuse** - see Drugs Policy

**ECM Five Outcomes**

**First Aid** – see Pastoral Policy

**Harassment, Racist Abuse and Discrimination** – see Equal Opportunities Policy, Race Equality Policy and Pastoral/Behaviour Policy including Anti-Bullying Policy.

**E- Safety** - see Acceptable Use of Internet

**Medical Conditions** – see Disability Equality Scheme, SEND Policy, Pastoral Policy.

**Physical Intervention** – see Use of Force Policy

**Safety Procedures and Security** – see Health and Safety Policy

**Safer Recruitment** – see Recruitment Policy

**Safety on Trips** – see Educational Visits Policy

**Sex and Relationships** – see Sex and Relationships Policy

**Complaints from parents and students** – see Complaints Policy

## **Appendix 1: Indicators of possible significant harm and details of specific safeguarding concerns**

### **POSSIBLE SIGNS OF PHYSICAL ABUSE**

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

### **POSSIBLE SIGNS OF EMOTIONAL ABUSE**

- Probably the most difficult type of abuse to recognise. An emotionally abused student is often withdrawn, introverted and depressed.
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self depreciation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

## **POSSIBLE SIGNS OF SEXUAL ABUSE**

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

## **POSSIBLE SIGNS OF NEGLECT**

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes



## **Prevent Duty**

**Means, “due regard to the need to prevent people from being drawn into terrorism”.**

It is not obvious whether a young person has been radicalised because they may not openly voice extremist or controversial views or express support for terrorism as they know that it will attract attention. It is likely that they express extremist views in a private capacity (e.g. outside school or on social media).

- Extremist views showing a disposition for violent action or non-democratic action
- Poor attendance – should be followed up by contacting parents
- The withdrawal of a pupil from school – should be followed up by checking that the pupil is on roll at another school to ensure that they do not go missing from the system
- A change from School to Home Education – should result in the Local Authority being contacted so that they can make the necessary enquiries to ensure that the pupils is being properly educated
- Use of the internet to contact extremist mentors and research about terrorist groups / ideology – this has involved the School having to upgrade its filtering software for monitoring such access in school time.
- **A referral to Channel can be made or if more serious a call to 101 (Police).**

## **Child Missing from Education**

The school must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)

## **CSE**

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.

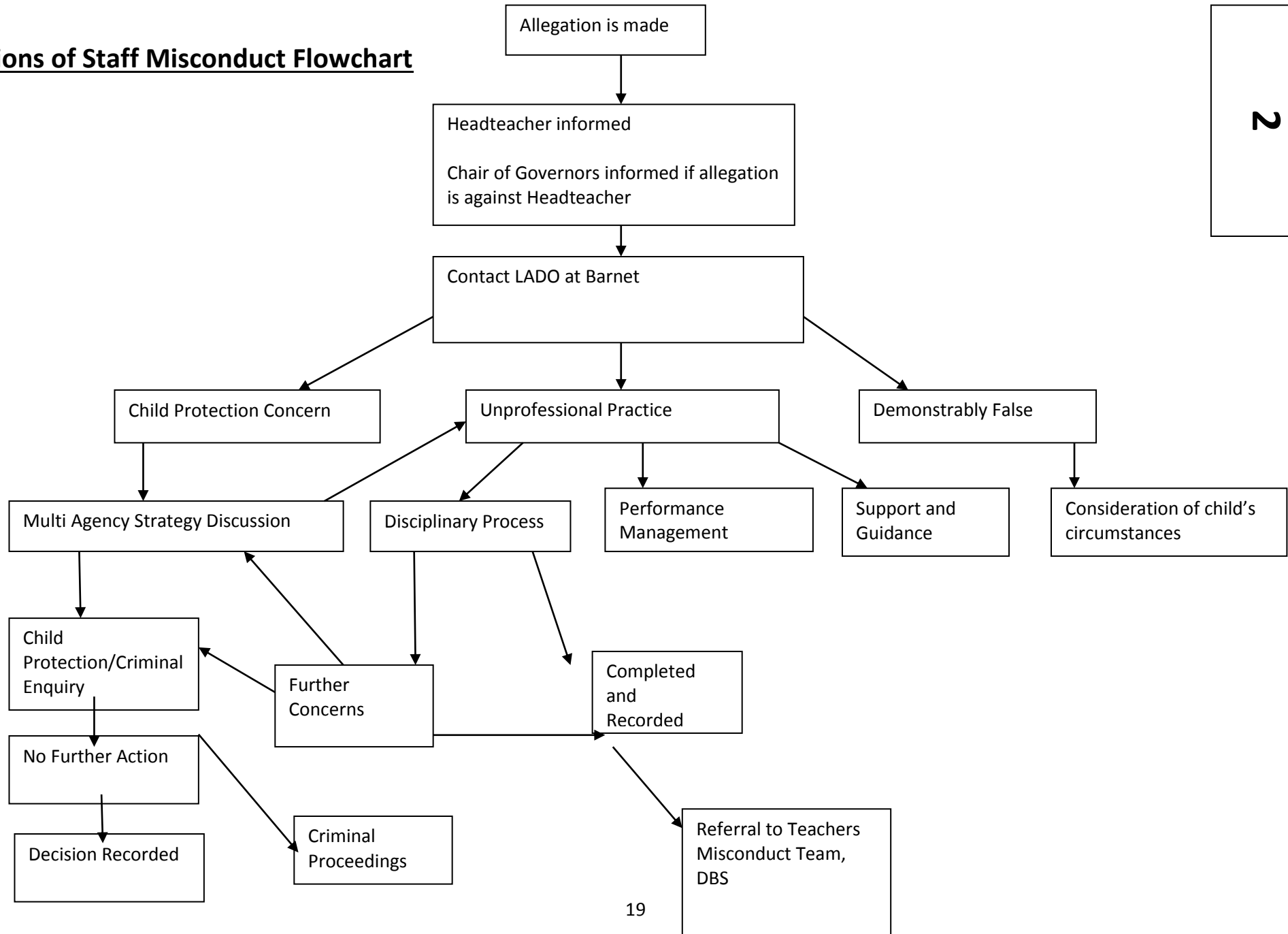
## **FGM**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

**Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police. Disciplinary procedures can be put in place for non reporting.**

**Allegations of Staff Misconduct Flowchart**



**Procedure following a disclosure, or on reporting a concern**

**It is Everyone's Responsibility to Protect Children and Young People**

More than 70% of disclosures are made to non-teaching staff in schools.

School staff are often the people students will turn to when they want to disclose information about abuse so it is important that we **pass on information quickly** so that others can make the decision on actions.

**How to respond to a student who is disclosing abuse**

Reassure the student but don't promise confidentiality  
Ensure the student feels safe – Be aware of your body language, eye contact  
React calmly – keep responses short, simple, slow and gentle  
Don't interrogate the student: observe and listen,  
Don't put words in their mouth  
Don't stop a student who is freely recalling significant events  
Don't judge the abuser  
Make accurate notes at the time or asap about what has been told, seen or heard

**Suggestions of what to say**

You're very brave. I believe you. It's not your fault.  
Well done. I am worried about you. I will need to talk to someone else about what I can do next. You will be asked to share this with someone else.

Don't probe any further than what the student initially wishes to disclose.

**Pass on your concerns immediately to the Designated Senior Person or Deputy. In their absence speak to any member of SLT. Do not wait until the end of the day. They will then speak to the student themselves.**  
**Write up your account immediately.**

**Prevent Duty**

"due regard to the need to prevent people from being drawn into terrorism"

School needs to:

Make Risk Assessments

Work in Partnership

Train Staff

Ensure IT policies are in place

If concerned about a child a referral to Channel needs to be made to support the child, or more advice from the Prevent coordinator or a call to 101(Police).

**ANY CONCERN MUST GO TO DP IN WRITING IMMEDIATELY. ABUSE OR PREVENT.**

## **Appendix 4: Legislative Framework and Guidance**

In order to protect children from harm the School will act in accordance with the following legislation and guidance:

- The Children Act 1989 Significant Harm
- Human Rights Act (1998)
- Data Protection Act (1998)
- DoH 'Framework for the Assessment of children in Need and their Families' (2000)
- Education Act (2002), section 175
- The Children Act (2004) Every Child Matters
- HM Govt/DfES The Advisory Committee on Misuse of Drugs ' Hidden Harm' (2005)
- HM Govt/DfES 'What to do if you're Worried a Child is Being Abused'(2006)
- HM Govt/DfES 'Information sharing: Practitioners Guide' (2006)
- DfES guidance 'Safeguarding Children and Safer Recruitment in Education' (2007)
- London Child protection Procedures (2007)
- HM Govt/DCSF 'The Protection of Children in England: Action Plan' (2009)
- DCSF 'Handling Allegations of Abuse made against Adults who work with Children and Young People' (2009)
- DfES 'Guidance for Education Staff facing Allegations of Abuse' (2005)
- AMA 'Guidance for Safer Working Practices for Adults who work with Children and Young People' (2007)
- Barnet LA 'Briefing note for School Staff – Current Safeguarding Issues and Concerns' (2009)
- Working Together to Safeguard Children- A guide to inter-agency working to safeguard and promote the welfare of children DfE(2013), (replaced by March 2015)
- Keeping children safe in education DfE(2014) (July 2015)

NSPCC Safe Networks is a joint NSPCC, Children England and the Child Accident Prevention Trust initiative and produces a wide range of resources.

Website: [www.safenetwork.org.uk](http://www.safenetwork.org.uk)



**If you have any concerns about a child**

MASH  
London Borough of Barnet  
North London Business Park  
Oakleigh Road South  
London  
N11 1NP  
**Phone number 020 8359 4066**  
Fax Number 0871 594 8766  
Email mash@barnet.gov.uk

**To report allegations against staff**

Local Authority Designated Officer (LADO) 0208 359 6056

**Prevent Duty concerns:**

1. With an immediate concern that a pupil was at high risk of coming to harm through extremism then that would be a 999 call .The normal response would be for the Designated Senior person for safeguarding to report the concern to the Local Authority using a CAF However two detective constables from Counter Terrorism, who are responsible for our schools in Barnet and dealing with radicalisation and extremism can be contacted for advice on:  
[DC Chris Smith 020 8358 1613 & DC Freer 07767274307](#)
2. Barnet Prevent Co-ordinator 020 8359 2995 or 07766 701448
3. DfE Counter Extremism unit – general advice: counter.extremism’education.gsi.gov.uk  
020 7340 7264
4. A new Government website has launched which gives [parents](#), [teachers](#) and [school leaders](#) practical advice on protecting children from extremism and radicalisation. [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
5. **Channel** is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:
  - a. identifying individuals at risk;
  - b. assessing the nature and extent of that risk; and
  - c. developing the most appropriate support plan for the individuals concerned.

Channel may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel is about ensuring that vulnerable

children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425189/Channel\\_Duty\\_Guidance\\_April\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)



**Safeguarding Policy 2016**

I have read and understand the policy with regard to my professional responsibility and duties on Safeguarding.

Signed.....

Name printed.....

Role in School.....

Date.....

Please return this page to Mrs Jo Sheehy, Deputy Headmistress by 31<sup>st</sup> October 2016