



AVANTI SCHOOLS TRUST

Child Protection and Safeguarding policy and procedure

September 2018

Review date: October 2019

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Child Protection and Safeguarding Policy and Procedure*

Introduction

All staff recognise that they have a full and active part to play in protecting our pupils from harm at all times. This policy aims to provide all members of staff (paid and unpaid), children and young people, and their families with a clear and secure framework for ensuring that all children in the school are protected from harm, both while at school and when not on the school premises.

Safeguarding Children is Defined As:

The actions we take to promote the welfare of children and protect them from harm.

Safeguarding is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Practitioners who work with children in this school should read this policy within the framework of:

- KCSIE 2018 Update Keeping children safe in education, Department of Education
- Working Together to Safeguard Children (2015) and Changes to statutory guidance- Working Together to Safeguard Children (2018)
- Protecting children from radicalisation: the prevent duty 2015. Statutory Revised Prevent Duty Guidance March 2016, which explains schools' duties under the Counter-Terrorism and Security Act 2015
- Supervision of Activity with Children 2014
- LGfL Safeguarding Board guidance July 2016
- Use of reasonable force: Advice for Principals, staff and School Stakeholders Committee (SSC) bodies Use of Reasonable Force 2015 update
- London Child Protection Procedures, 5th Edition (2010);
- Safeguarding Children and Safer Recruitment in Education (2010);
- Disqualification under the childcare act (June 2015)
- Teacher Misconduct Information for teachers (July 2016 update)
- The Children Act 1989 (and 2004 amendment),
- Multi Agency Statutory Guidance on FGM (revised 2016), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- What to do if you are worried a child is being abused 2015
- Information Sharing (March 2015)
- Guidance-for-Safer-Working-Practices (2015)

We believe in supporting all aspects of children and young people's development and learning, and creating the support needed so that they can learn to keep themselves safe.

We recognise that safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including:

- Pupils' health and safety
- The use of reasonable force
- Meeting the needs of children with medical conditions.
- Providing first aid
- Educational visits
- Intimate care
- Internet or e-safety
- Appropriate arrangements to ensure school security, taking into account the local context

As such this Child Protection and Safeguarding Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school. In particular, this policy links to the following policies and procedures:

- Staff Recruitment & Exit Policy,
- Staff Code of Conduct Policy
- Acceptable Use Policy
- Bring your own Device to Work Policy
- Public Interest Disclosure (Whistleblowing) Policy
- School Behaviour (Behaviour for Learning) Policy
- Anti-Bullying & Cyber Bullying Policy
- Physical Intervention and Reasonable Force Policy,
- Complaints Policy
- Health and Safety Policy
- Sex Education Policy
- First Aid Policy
- PSHE Policy
- Ethos Policy
- Digital Safeguarding Policy(E-Safety)

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say.

Every individual within our school will play their part, including working with professionals from other agencies, to meet the needs of all our children, including the most vulnerable, and keep them safe.

All staff will work to ensure that:

- Children and young people feel listened to, valued and respected – our approach is child centred;
- They are aware of the indicators of abuse and know how to share concerns appropriately;
- They work within an assessment framework which considers the child's academic and
- developmental needs, the capacity of the family and other environmental factors.

- All paid and unpaid staff are subject to rigorous recruitment and/or vetting procedures and receive appropriate support, training and guidance.
- The School is fully committed to providing the highest standards of pupil welfare and takes proactive steps to actively promote and safeguard all its children. This policy exists to establish the safest possible learning and working environments for all.

Our school actively promotes:

- Personalised approaches towards learning;
- Proactive whole school approaches towards the safeguarding of our pupils;
- Reflective practice, in an open, fair and honest environment.

Educational staff have a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage.

The School is committed to referring those concerns, via the Designated Safeguarding Officer (DSO), to the appropriate organisation, normally the local authority Children's Social Care, contributing to the assessment of a child's needs and, where appropriate, to on-going action to meet those needs.

In order to ensure children are adequately protected, we will ensure that:

- We track all children's progress on a weekly basis via the school's Removing Barriers to Learning (RBL) panel / pastoral care meetings;
- All staff are aware of the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs.
- We have a designated child protection officer (DSO) and a deputy DSO who attend training at least once every two years; names and details can be found in appendix 2
- All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be updated annually and will be in line with advice from our local safeguarding children board Reworded
- Staff also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually they will be updated on local arrangements for referral, reporting and dealing with disclosures
- Volunteers and students receive appropriate training, if applicable
- The school's Behaviour for Learning Policy is aimed at supporting all students in the school.
- All staff have read and understand the Child Protection & Safeguarding Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children, including their right to
- All children, young people and their families are familiar with the Child Protection & Safeguarding Policy

Statement of Principles

The School will:

- establish a safe learning environment in which all learners can learn and develop;
- provide learners with information so that they are aware of how to keep themselves safe;
- ensure learners know who they can approach if they are concerned;
- ensure that all safe guarding systems are child-centred;
- maintain clear procedures to identify and refer suspected cases of abuse, ensuring all staff are aware of and follow this policy;
- link with appropriate agencies to safeguard and promote student achievement following Safeguarding Joint Working Protocols as defined within this policy;
- adopt appropriate recruitment and human resource procedures, including arrangements for checks on staff, agency staff, volunteers and learners working with young people.
- Inform the Local Authority Designated Officer (LADO) of concerns pertaining to staff members' suitability to work with children and young people and of safeguarding allegations;
- Inform the DBS and other relevant professional bodies (NCTL) of anyone who has harmed or poses a risk of harm to a child
- provide up-to-date safeguarding related training for all staff working with children;
- collect information about available services in order to provide appropriate support for all learners;
- liaise with employers to ensure relevant learners on placements or training have appropriate safeguards in place.

Recognising Abuse

In the Children's Acts 1989 and 2004, a child is anyone who has not yet reached their 18th Birthday.

Safeguarding and promoting the welfare of children is defined in 'Working Together to Safeguard Children' (2015 update) as:

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

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or 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 for example, via the internet. They may be abused by an adult or adults, or another child or children.

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of the children and gives local authorities a duty to make enquiries to decide whether they should take action to

safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Physical Abuse

Physical abuse can involve hitting, shaking, throwing, poisoning, burning, scalding, drowning and suffocating. It can also result when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development:

- It may involve conveying to children that they are worthless or unloved, in adequate, 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when
- a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.
- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home;
- It may involve serious bullying (including via electronic media), causing children frequently to feel frightened or in danger.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone (For more information, please refer to Anti Bullying and Cyber Bullying Policy and E-Safety Guidance).

Sexual Abuse

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 a sexually inappropriate way, 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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once the child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (excluding exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate caregivers);, or
- Ensure access to appropriate medical care or treatment; It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs

Other Specific Safeguarding Issues

There are a range of potential safeguarding issues that professionals also need to be vigilant of. Further detail in these areas is provided by either supplementary procedures produced by the London Safeguarding Board or information contained within documents listed at the beginning of this policy, in particular, KCSIE Annex A These include:

<p>Bullying including Cyberbullying Child Sexual Exploitation Children Missing from Home or Care Children Missing Education Criminal exploitation of children and vulnerable adults: county lines Domestic abuse Drugs Fabricated or induced illness Faith based abuse Female genital mutilation (FGM) Forced Marriage Gangs and youth violence Gender based violence/violence against women and girls</p>	<p>Honour based violence Hate</p> <p>Information and communication technology (ICT) – based forms of abuse</p> <p>Looked after children Missing children and adults Mental Health Not attending school Parental lack of control Parental mental illness Parents with learning disabilities Parents who misuse substances Peer on peer abuse Pregnancy Private fostering</p>	<p>Radicalisation and Extremism Relationship abuse Self-harming and suicidal behaviour Sexually active children Sexually exploited children Sexting Sexual violence and sexual harassment between children in schools and colleges Trafficking and exploited children-modern slavery Young carers Spirit possession or witchcraft.</p>
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Radicalisation

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. The internet and use of social media have become major potential risks in the radicalisation of young people. Our school's E-safety policy and curriculum embeds understanding of these particular risks using departmental guidance from Use of Social Media for Online Radicalisation (2015) to support this.

The Counter-Terrorism and Security Act 2015 places a duty on schools (and other specified authorities) to have due regard to the need to prevent people from being drawn into terrorism. Radicalisation is usually a process not an event – It is possible to intervene to prevent vulnerable people being drawn into terrorism. Vulnerable individuals identified as being at risk of radicalisation are referred to the Channel Programme. This is a multi-agency panel that provides support to the individual through specialised intervention providers. Whilst the risk of radicalisation is remote it is still a possibility to consider when assessing behavioural changes. If any staff member has any concerns about any child/family at risk of radicalisation or if that member sees a change in behaviour/dress which is not normal, they will complete a cause of concern form and pass this to the DSO who will then submit a referral to the Prevent Institutions Officer and/or the Local Authority Social Care Team.

All staff members will have PREVENT training. Paragraphs 57-76 of the Revised Prevent Duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). There is separate guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and SSC members can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321

Channel Programme

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Guidance is available at: Channel guidance. E learning channel awareness programme for staff is available at: Channel General Awareness. 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. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Advice regarding PREVENT or referrals to the Channel programme can be obtained from the Prevent team on 02089012690

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online.

Further Information on child sexual exploitation:

AST Policy: Child Protection and Safeguarding

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late;
- and Children who regularly miss school or education or do not take part in education.

Sexting

Sexting involves sending sexually explicit images or videos between electronic devices such as smartphones, tablets or computers. This can include:

- sending and receiving naked or semi-naked pictures of yourself or others
- sexualised text messages or videos.

It is illegal to take, possess or share 'indecent images' of anyone under 18, even if the child her/himself is the person in the picture. While police will always seek to avoid criminalising children involved in sexting, they need to focus on the well-being of the child/ren in question, which can result in serious actions being taken.

Children participate in sexting for different reasons. For some it may be a voluntary action, but it can also be due to coercive behaviour on the part of friends, peers or a boyfriend/girlfriend. Some of the main reasons may be as follows:

- Copying others who may be involved in similar activity
- Pressure from a boy or girl friend
- Coercion and/or bullying by others
- Seeking acceptance by friends and others by engaging in such activity
- Exploring or experimenting their own sexuality
- To show their feelings for another person

Talking openly about these behaviours is important so children understand the difference between voluntary or coercive sexting as well as the serious personal and legal consequences of engaging in both. The children should know where they can help for themselves and persons they know who might be in a similar situation. They should know and understand that sharing naked images/photos of themselves and/or others is unacceptable to the school not just because it is illegal but because of the risk this carries. They should also know that sharing naked images of someone else is a form of child abuse. Agree on someone they should talk to if they have any worries (this may not be their teacher, but should be a trusted adult like their parent, older sibling, or another member of staff.

If an illegal picture has been shared online, the website has a duty to remove the photo(s), but the school can contact:

- Childline works with the Internet Watch Foundation who can help you get the photos taken down.
- ThinkUKnow has advice for parents on protecting children online.
- NSPCC has helpful listing fo help available to schools and parents.
- Make a confidential report to CEOP (Child Exploitation and Online Protection) if you're worried about a child being the victim of a sexual crime online.
- <https://www.nspcc.org.uk>
- Parents can be supported by giving them the contact details for Children 1st helpline on 08000 28 22 33

Honour Based Violence (HBV)

So called 'honour-based' violence encompasses crimes which have been committed to protect or defend honour of the family and/or the community, including Female Genital Mutilation, forced marriage and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSO. Professionals and all staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place here are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi- agency guidelines: Handling case of forced marriage.

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see FGM section).

Female Genital Mutilation (FGM)

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for nonmedical reasons. It's also known as female circumcision. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health. There is a mandatory requirement on healthcare professionals, social workers and teachers to report cases of FGM in girls under 18 years of age. Information on when and how to make a report can be found at -Mandatory reporting of female genital mutilation procedural information. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet. All staff at will receive updated information and this will be included in the annual safeguarding training.

Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, teachers will face disciplinary sanctions for failing to meet it.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSO and follow our local safeguarding procedures.

Any member of staff who suspects a pupil is at risk of FGM must speak to the DSO who will follow our local safeguarding procedures.

Faith Based Abuse

Child abuse is condemned by people of all cultures, communities and faiths, and is never acceptable under any circumstances. The Government set up a National Working Group that reported in 2015 and recognised the work being done by communities to tackle child abuse that arises from certain beliefs which are not related to a specific faith, culture, nationality or ethnic community. The national plans concluded that the kinds of abuse arising from specific beliefs can include 'witchcraft, spirit possession, demons or the devil, the evil eye or djinns, dakini, kindoki, ritual or muti murders and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation. The beliefs which may lead to such abuse are not confined to one faith, nationality or ethnic community.

The number of cases of child abuse linked to such beliefs is small but when it occurs it causes significant harm. Everyone working or in contact with children has a responsibility to recognise when such abuse takes place. Schools should develop their knowledge and understanding on how to act on evidence, concerns and signs that a child may be in distress or may be suffering, or is likely to suffer, significant harm. If such abuse or neglect is suspected, standard child safeguarding procedures apply in all cases.

Sometimes schools may find that abuse linked to a faith or belief reflects a wider context of a child being treated as a scapegoat for unwelcome circumstances within a family such as mental health problems, violence or economic deprivation.

Please refer to the National Action Plan or further guidance on actions a school can take to prevent such abuse and support children at risk:

<http://www.education.gov.uk//childrenandyoungpeople/safeguardingchildren/a00212811/safeguarding-children-from-abuse-linked-to-faith-or-belief>

Peer on Peer Abuse

Staff should recognise that children are capable of abusing their peers and understand the gendered nature of peer on peer abuse (that it is more likely that girls will be victims and boys perpetrators) but that all peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse can manifest itself in many ways for example, sexual violence and sexual harassment, gender issues –girls being touched inappropriately or boys being subject to initiation/hazing type violence, bullying and cyber bullying. Safeguarding issues raised in

this way may include physical abuse such as hitting, kicking, shaking, biting or otherwise causing physical harm, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student.

We are aware that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Any such concerns are reported to the DSO Lead who will action these concerns immediately

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSO and record the allegation, but do not investigate it
- The DSO will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSO will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSO will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Children Missing Education

The Education (Pupil Registration) Regulations 2006 sets out the circumstances in which a school/academy can remove a child from roll. If a pupil leaves the provision without forwarding details being provided, the home Local Authority will be notified and police and social care may be alerted. Where a pupil is missing for 5 days without justifiable cause and whereabouts is unknown a referral will be made to the home local authority where the pupil resides.

The School has adopted guidelines as outlined in Annex A of Keeping Children Safe in education September 2016 and guidance in Children Missing Education (Sept 2016).

Private Fostering

We recognise the importance of identifying children in Private Fostering arrangements so that their needs can be fully assessed by the local authority. At this school we will confirm the status of every pupil's care arrangements on admission (or when a pupil's care arrangements change) and notify the local authority of any known or suspected Private Fostering arrangement. We will support any subsequent assessment and remain alert to any additional needs that children placed away from their immediate families might face. Click [here](#) for information on what constitutes private fostering and [here](#) for details of The Children's Act 1989: private fostering.

Bullying and Cyber Bulling

Our school's policy on the prevention and management of bullying is set out in a separate document and is reviewed annually by the Trust. This policy includes reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. See further statutory guidance on bullying.

Children with Disabilities or Special Education Needs

Our school is committed to ensuring that children with disabilities or special educational needs have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the same outcomes as non-disabled children. We recognise that disabled children do however require additional action because they can experience greater vulnerability as a result of negative attitudes and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairments. In particular, we are aware that these additional barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation
- Isolation

This understanding is incorporated into our staff training, so that we all remain vigilant to identifying the additional vulnerabilities for these children in our care.

Trafficking

Our school will remain alert for children trafficked into the country who may be registered at our school for a term or longer, before being moved to another part of the UK or abroad. We will bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, Traveller or migrant families – who collectively go missing from school. For further statutory guidance refer to Safeguarding Children who may have been trafficked practice guidance.

Domestic Abuse

Our school recognises the immediate and long-term impact of domestic abuse on a child's development and emotional wellbeing. All staff will remain vigilant to identifying the signs so that early help and protective action can be instigated where appropriate. We endeavour to provide the child with a safe and caring environment at school to help mitigate the impact of home-life stresses.

All notifications of domestic abuse will be managed in accordance with statutory guidance on domestic violence and abuse reporting.

Online Safety

Our school policy is set out in a separate document. We ensure that online safety is included in the curriculum at all levels and that information is also provided to parents/carers. All staff are made aware of the school policy on online safety which sets our expectations relating to:

- Creating a safer online environment;
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on-line;
- Inspiring safe and responsible use and behaviour;
- Safe use of mobile phones both within school and on school trips/outings;
- Safe use of camera equipment, including camera phones;
- What steps to take if you have concerns and where to go for help

For further guidance, staff will refer to the Acceptable Use, Bring your Device to Work and Online-Safety Policies.

Children Missing Education or Missing From Home and Care

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel

- Go missing or run away from home or car
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority** if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage. If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

** The Education (Pupil Registration) Regulations 2006 sets out the circumstances in which a school/academy can remove a child from roll. If a pupil leaves the provision without forwarding details being provided the home Local Authority will be notified and police and social care may be alerted. Where a pupil is missing for 5 days without justifiable cause and whereabouts is unknown a referral will be made to the home local authority where the pupil resides. The School has adopted guidelines as outlined in Annex A of Keeping Children Safe in education and Children Missing Education (2016)

Looked After and Previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Principal's will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children (and previously looked after children) safe in their schools. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Each school will ensure an appropriately trained designated teacher leads on the education and care of children looked after. The school will secure information about each child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. See statutory guidance with respect to the roles and responsibilities of the designated teacher. The designated teacher for looked after and previously looked after pupils 2018.

Gangs and Youth Violence

Schools are increasingly recognised as places where early warning signs can be spotted that younger children may be at risk of getting involved in gangs or youth violence. Crucial preventive work can be done at this stage to prevent negative behaviour from escalating and becoming entrenched. We recognise that even low levels of youth violence can have a

disproportionate impact on a pupil or the wider school/community environment. We will therefore, support children in developing safeguarding skills to prevent involvement in risky behaviours, and where serious concerns arise we will work collaboratively with our partner agencies to help prevent escalation of harm. For further information refer to statutory guidance on advise to schools on gangs and youth violence.

Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. A lack of consent can be where a person does not consent or where they cannot consent e.g. if they have learning disabilities. There can also be links to Honour Based Violence.

Our school recognises that it has an important role in safeguarding children from forced marriage by educating pupils about the law and their rights and in identifying signs of risk. Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them. The Forced Marriage Unit has published multi-agency statutory guidance with pages 32-36 focusing on the role of schools and colleges. The Unit can be contacted for advice or information on 020 7008 0151 or email: fm@fco.gov.uk

Children with Mental Health Difficulties

Most calls (up to 1 in 3) made to the Childline counselling services are about emotional health and well-being. All children are different but NSPCC lists some of the common signs of mental health problems in children as follows:

- becoming withdrawn from friends and family
- persistent low mood and unhappiness
- tearfulness and irritability
- worries that stop them from carrying out day to day tasks
- sudden outbursts of anger directed at themselves or others
- loss of interest in activities that they used to enjoy
- problems eating or sleeping

Depression and Anxiety Amongst Children

- Depression is more than someone feeling down sometimes. People with depression feel sad for long stretches at a time – and this can be experienced by young people as well as adults.
- Similarly, everyone can feel anxious and nervous at times but some children and young people can find it harder to control anxiety.
- Young people may find it hard to express their feelings and open up to others. If suffering from depression they may feel like there is no hope and find it difficult to imagine ever being happy again. Children who are anxious may be even more worried about talking to someone about how they feel.

As the lead person, the DSO should liaise with the member of staff the child is particularly close to in order to help the child and their family. All staff should be made aware of self-harm and mental illness. A named member of staff should be identified as the child's contact so that they can go to them if they are feeling low, need to talk or are wanting to harm themselves. All staff should be made aware of the concerns related to a child and keep an eye on them for reassurance and their safety and well-being. The DSO should seek help and professional advice and guidance from the specialist local services to support the child's needs. The school should be able to provide a named member of staff who your child can go to if they're struggling with low mood or wanting to harm themselves. In some situations the named person will work closely with others who might bring greater expertise in helping the child. This might be a counsellor, a mentor or a nurse, for example.

For help children, staff and Parents can be referred to the support, advice and guidance offered by the following links:

<https://www.nspcc.org.uk/>

<https://www.selfharm.co.uk>

<https://youngminds.org.uk>

<https://www.familylives.org.uk>

Assuring Good Practice: Keeping Children Safe

The School's procedures for safeguarding children will be in line with The London Safeguarding Children's Board Procedures 5th edition and "Working Together to Safeguard Children

September 2015 and Keeping Children Safe in Education 2018. We will ensure that:

The Principals and AST understands and fulfils its safeguarding responsibilities. The AST Board Members, the Trust staff and Principals receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities

All employees and SSC members will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity. The chair of the board of trustees will have their DBS check countersigned by the secretary of state. All trustees, proprietors and members of the SSC will have the following checks:

- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material in line with the guidance in Annex C of Keeping Children Safe in Education (DFE 2018) and in part by the risk assessment required by the Prevent Duty.

We have a designated safeguarding officer (DSO) of the leadership team for child protection who has undertaken Designated Staff training at Level 2 and who undertakes refresher training every two years or sooner if there are significant changes at either local or national

levels. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSOs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

We have a member of senior team who will act in the DSO's absence. Deputy DSOs, where applicable, will be trained to the same standard as the DSO and will be fully briefed in the role. Whilst the activities of the DSO can be delegated to appropriately trained deputy DSOs, the ultimate lead responsibility for safeguarding and child protection remains with the DSO. This responsibility will not be delegated.

Each member of staff will receive external training as arranged by the DSO to develop their understanding of the signs and indicators of abuse or neglect every three years. This will include specific safeguarding issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

All staff will be updated by the designated teacher on a regular basis (termly) to enable them to fulfil their responsibilities in respect of child protection effectively. Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually. All staff will also have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Each member of staff, volunteers and members of the SSC will be made aware of how to respond to a pupil who discloses abuse or neglect and the procedure to be followed in appropriately sharing a concern or disclosure of possible abuse or neglect.

Each member of staff, volunteers and members of the SSC will know the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.

Each parent/carer will be made aware of the school's responsibilities regarding child protection procedures through publication of the school's child protection policy, and reference to it in our home school agreement/website.

Our Staff Recruitment and Exit Policy is compliant with local and national requirements and regularly reviewed to reflect statutory requirements i.e. ensuring all checks on staff suitability including Disclosure Barring Service (DBS) checks as recommended by the DfE and in accordance with current legislation and in accordance with "Keeping Children Safe in Education" September 2018, at least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training.

We take these responsibilities very seriously and any member of staff causing concern would be challenged by the Principal or a member of the leadership team who will act in his/her place.

The names and photographs of the designated staff members will be clearly shown in the school and on the school's website with a statement explaining the school's role in referring and monitoring cases of suspected abuse or neglect.

All adults, (including supply teachers and volunteers) new to our school will be made aware of the name and contact details of the DSO and have their role explained as part of their induction into the school. All new staff at the school (including volunteers and supply staff) will receive a copy of this policy, the staff code of conduct and KCSIE Part 1, along with our basic child protection/safer working practices information leaflet prior to taking up post or on the first day of starting work at the school. They will then within the first half term/first week receive in- house training (Level 1) from the DSO.

Any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school. We recognise our legal duty to refer to the DBS and any other relevant professional body details of anyone who has harmed or poses a risk of harm to a child.

Our procedures will be annually reviewed and updated.

Roles and Responsibilities

The designated safeguarding officer (DSO) takes the lead responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training. Most settings have one DSO although it is good practice for settings to have a Deputy DSO. Usually, the DSO is also the named person who following the Principal's delegation responds to allegations made against members of staff. The DSO should be a senior member of staff with the authority and seniority to carry out the functions of the role.

Designated Safeguarding Officer (DSO):

- To refer suspected abuse and neglect to the First Response Service;
- Report allegations made against members of staff to the Local Authority Designated Officer or LADO;
- Review and make recommendations to the Principal and Trust on this policy;
- Develop and update related school specific child protection/safeguarding policies, ensuring that staff, children/families/parents and carers are aware of them;
- Provide support and advice to all members of staff within the setting regarding child protection concerns;
- Keep the Principal informed about any issues that arise;
- Ensure that a child protection file is copied for the new educational establishment when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file;
- Ensure that staff receive appropriate child protection and safeguarding training, and maintain training records;
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child
- Inform the local authority when they suspect or become aware that a child is subject

- to a private fostering arrangement
- Co-operate with any requests for information from the local authority, such as child protection training returns and self- evaluative forms for safeguarding and child protection, in compliance with the Section 11, Children Act 2004
- The full roles and responsibilities of the DSO are outlined in the job description

All Staff

- To report suspicions or student disclosure to the DSO or their Deputy, paying due regard to the context of any observations i.e. a relatively minor concern may take on greater significance within the wider context of knowledge of a child or family the DSO may not have.
- To report staff allegations as follows
 - Teacher to the Principal,
 - Non-teaching to Principal or DSO
 - Principal to Chair Education Director
 - Chair of SSC to CEO
- To inform the DSO when they suspect or become aware that a pupil is subject to a private fostering arrangement
- To provide the DSO or their Deputy with relevant information in a detailed written format, as required.
- To comply with the clear boundaries given by the DSO or the Deputy DSO.
- Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 will immediately report this to the police, personally and will also inform the DSO
- Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSO and follow our local safeguarding procedures.
- Any member of staff who suspects a pupil is at risk of FGM must speak to the DSO who will follow our local safeguarding procedures

Principal

- To authorise any action taken by the DSO.
- To lead or delegate to a senior member of staff (usually DSO) any safeguarding issues made against a member of staff other than him/herself and to lead these where they involve the DSO.

AST Board

- The AST Board will appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the Executive Team. This is always a different person from the DSO.
- HR Director to lead on /'case manage' any allegations against the Principal

Procedures for Allegations Against Adults

Accusations Against a Member of Staff/Volunteer

Where accusations are made against a member of staff/volunteer, the Principal will be notified and the following procedures will be followed. The Principal will:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation has been made;
- Ensure that the LADO is contacted immediately, before any action is taken by the school;
- Make a referral to the Children's Service where the child resides, if appropriate;
- Ensure that the parents/carers of the child are contacted following advice from the LADO;
- Ensure that an appointed senior lead (most often the DSO) attends strategy meetings convened by the Local Authority Designated Officer (LADO) and act upon the decisions made at these meetings.

Suspension (a neutral act) will be considered when:

- There is a risk that for the investigation to proceed, impartially and without impediment a suspension ought to be implemented;
- There is a cause to suspect a child is at risk of significant harm or;
- The allegation warrants investigation by the police or;
- The allegation is so serious that it might be grounds for dismissal. (London Child Protection Procedures)

Accusations Against the Principal

If the accusation is against the Principal, the nominated/chair of the SSC must be notified. The Education Director, working with the HR Director, will lead all decision-making and follow the above procedures. Any disciplinary investigation will be carried out once the child protection investigation has been completed. For further information, see Chapter 5 of Safeguarding Children and Safer Recruitment in Education – 2010.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record Keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)
- If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.
- The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious. Further guidance is available in our Giving Employment References Policy.

We recognise our legal duty to refer to the DBS and any other relevant professional body (eg. NCTL) details of anyone who has harmed or poses a risk of harm to a child.

Child Protection Procedures

Please see Child Protection Procedures Overview 1 - Appendix 3 & Overview 2- Appendix 4, below as an integral part of this section.

- i. **You have a concern about a child/young person's wellbeing, based on:**
- Something the child/young person/parent/carer has told you (See below- Appendix 6 for guidance on 'Procedure for dealing with disclosures')
 - Something you have noticed about the child's behaviour, health or appearance
 - Something another professional said or did

Even if you think your concern is minor, the DSO may have more information that, together with what you know, represents a more serious worry about a child.

It is your decision alone how to respond to concerns, but it is always YOUR responsibility to share concerns, no matter how small.

- ii. **Decide whether you need to find out more by asking the child/young person, or their parent to clarify your concerns, being careful to use OPEN questions:**

....beginning with words like: 'how', 'why', 'where', 'when', 'who'?

- iii. **Let the child/young person/parent know what you plan to do next, if you have heard a disclosure of abuse or you are talking with them about your concerns. Do NOT promise to keep what s/he tells you secret.**

.....for example, 'I am worried about your bruise and I need to tell Mrs X so that she can help us think about how to keep you safe'.

- iv. **Inform the DSO immediately. If the DSO is not available, inform their deputy. If none of these members of staff are available, speak to the Principal. If they are not available speak to a member of the Senior Leadership Team. If there are no members available then you must make the referral yourself.**

- v. **Make a written record (using the school form- Appendix 5) as soon as possible after the event, noting:**

- Name of child
- Date, time and place
- Who else was present
- What was said/what happened/what you noticed: speech, behaviour, mood, drawings, games or appearance
- If a child or parent spoke, record their words rather than your interpretation
- Analysis of what you observed and why it is a cause for concern.

- vi. **The DSO may take advice from the First Response Team.**

Following any concerns raised by staff, the DSO will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSO will contact children's social care. If the DSO is not available or there are immediate concerns, the staff member will refer directly to children's social care

If a member of staff disagrees about the level of concern and feels that a child has not been protected, then any member of staff can make a direct referral to Children's Social Care at <https://www.gov.uk/report-child-abuse-to-local-council>

- vii. **The DSO makes the referral to the First Response Service.**

The referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family.

N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police, although the DSO should also be made aware

- viii. **The DSO shares information with other relevant professionals**

Recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of the information shared.

ix. The DSO informs parent/carer that they have made a CP referral

If the parent/carer does not already know, and if there is no reason not to let them know.

- The First Response Service may suggest to delay informing the parent/carer in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting the disclosure).
- In cases of suspected Fabricated or induced illness by proxy, the parent/carer is not informed that this is being considered.

x. The DSO remains in close communication with other professionals around the child/young person and with the family, in order to share any updates about the child/young person.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSO or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSO or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

If a child protection investigation is pursued, the DSO and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child/young person safe;
- Attend a child protection conference when invited and provide updated information about the child;
- Attend any subsequent child protection review conferences;
- Attend core group meetings and take an active role in the implementation of the protection plan

[Key Contacts for Child Protection can be found in Appendix 2 of this Handbook](#)

- Metropolitan Police: Child Abuse Investigation Team: 0300 – 123-1212
- NHS Designated Nurse for Child Protection: Madalena Varela: 0208 966 6398
- PREVENT: Radicalisation & Extremism: 0208 901 2690
- Youth Services: 0208736 6755
 - Admissions
 - Education Welfare
 - Behaviour Support
 - Special Educational Needs
 - Domestic Violence Support
 - National Domestic Violence Helpline
 - Police Community Safety Unit
 - Victim Support
 - Young Carers Support

Safer Working Practices – Staff Guidance

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. At all times, members of staff are required to work in a professional way with children. All staff are made aware of the dangers inherent in:

- working alone with a child
- physical interventions
- giving to and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

The staff Code of Conduct forms part of our School's compulsory training for all staff and volunteers. Click [here](#) for further Guidance for Safer Working Practices 2015. In addition we have a Safer Working Practices leaflet that is distributed to all staff, volunteers, students.

Duty of Care

All staff have a duty to keep pupils and students safe and to protect them from physical and emotional harm. Any concerns about a student, no matter how trivial they may seem, should be reported to a senior member of staff.

Under the Health & Safety at Work Act 1974, all employees have a duty to take care of themselves and anyone else who may be affected by their actions or failings. All staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect pupils and students from discrimination and avoidable harm.

If members of staff wish to bring external people in to assist with activities, they must first gain permission from the Principal.

Exercise of Professional Judgement

This policy highlights behaviour that is illegal, inappropriate or inadvisable. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.

The School ensures that concerns pertaining to any of the above will be addressed according to the related Local Authority Safeguarding procedure.

Power and positions of trust

All school staff are in positions of trust in relation to the pupils and students in our care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Staff have a

responsibility to ensure that their position is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour, which might be misinterpreted by others, and report and record any incident with this potential.

Confidentiality & Record Keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Staff may have access to highly sensitive, confidential information about pupils and students. They should never use confidential or personal information about a student or her/his family for their own, or others' advantage. Information must never be used to intimidate, humiliate or embarrass the student.

Confidential information about a student should never be used casually in conversation or shared with any person other than on a 'need to know basis'. In circumstances where the child's identity does not need to be disclosed, the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated safeguarding responsibilities. We follow the guidance set out in Information Sharing (March 2015) If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a member of the Leadership Team.

All media or legal enquiries should be passed to the Principal, who will seek advice from the Trust.

Propriety and behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of our pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and students and the public in general.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting.

Dress and appearance

A person's dress and appearance are matters of personal choice and self-expression. Staff should consider their professional role and ensure they are dressed decently, safely and appropriately for the tasks they undertake.

Gifts

Staff need to take care not to accept any gift that might be construed as a bribe or lead the giver to expect preferential treatment. It is acceptable for pupils or parents/carers to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you but it is unacceptable to receive gifts regularly or of significant value. Similarly, it is inadvisable to give such personal gifts to pupils and students. This could be misinterpreted as a gesture either to bribe, or single out the student. It might be perceived that a 'favour' of some kind is expected in return.

Any reward given to a pupil must be consistent with the Behaviour for Learning Policy.

Infatuations

Staff need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop an infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned. Staff should also be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff.

A member of staff, who becomes aware that a student may be infatuated with himself/herself or a colleague, should discuss this with a member of the Senior Leadership Team at the earliest opportunity, so that appropriate action can be taken.

Social Contact

Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Where a pupil seeks to establish social contact, or this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued.

Staff should not give their personal details such as home/mobile phone number; home or email address to pupils unless the need to do so and it is agreed with a member of the Senior Leadership Team.

Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. It is not possible to specify the circumstances where physical contact is appropriate and therefore staff should use their professional judgement at all times.

Physical contact, which occurs regularly with an individual student is likely to raise questions unless the justification for this is part of a formally agreed care plan (for example in relation to pupils with SEN or physical disabilities). Where feasible, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to him/her for the minimum time necessary.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each pupil. Pupils with special needs may require more physical contact to assist their everyday learning. The arrangements should be understood and

agreed by all concerned, justified in terms of the pupils needs, consistently applied and open to scrutiny.

Extra caution may be required where it is known that a pupil has suffered previous abuse or neglect. The student may associate physical contact with such experiences and this could lead to staff being vulnerable to allegations of abuse. It is recognised that many such children are extremely needy and can seek out inappropriate physical contact. In such circumstances staff should deter the pupil sensitively by helping them to understand the importance of personal boundaries. For further information, staff should refer to the Reasonable Force and Physical Intervention Policy.

Physical Education and other activities which require physical contact

Some staff, for example, those who teach PE and dance, or who offer music tuition will on occasions have to initiate physical contact with pupils. This may be in order to support a pupil in performing a task safely, or to demonstrate the use of equipment/instrument or assist them with an exercise. This should be done with the child's agreement.

In these circumstances, contact should take place in an open environment and be for the minimum time necessary to complete the activity. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Pupils and students in distress

There may be occasions when a distressed pupil needs comfort and reassurance which may require physical contact this must be appropriate to the age of the pupil involved. Staff should remain self-aware at all times to ensure that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior member of staff.

Showers and changing

Pupils are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision to safeguard the health and safety of pupils and students and to prevent any incidents of bullying or teasing. This supervision should be appropriate to the needs and age of the pupils' concerned and staff need to be vigilant and sensitive to avoid any situations which may cause embarrassment

Behaviour management

All pupils have a right to be treated with respect and dignity. All staff should be familiar with the Behaviour for Learning Policy. Staff should not use any form of degrading treatment to punish a student. The use of sarcasm, demeaning or insensitive comments towards pupils and students is not acceptable in any situation.

Care, Control and Physical Intervention

Section 4 of the 1996 Education Act allows staff to legitimately intervene in order to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline, having due regard to the health and safety of themselves and others.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. Our school's policy on Physical Intervention and Positive Handling by staff is set out separately. It complies with the DfE Use of Reasonable Force 2013 (updated 2015).

Sexual contact with young people

Any sexual behaviour by a member of staff with or towards a pupil is both unacceptable and illegal. Pupils are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the student consents or not.

The sexual activity referred to does not just involve physical contact. It may also be verbal or include non-contact activities, such as causing pupils to engage in or watch sexual activity or the production of pornographic material.

Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process (where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place). Grooming is a criminal offence.

One to One Situations

Staff working in one to one situations with pupils may be more vulnerable to allegations and therefore it is important that such meetings are planned and conducted accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met. Pre-arranged meetings with pupils away from the school premises should not be permitted unless approval is obtained from their parent/guardian/carer and the Principal or other senior colleague with delegated authority

Transporting pupils and students

In certain situations e.g. out of school activities, staff or volunteers may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded

Educational visits and after school clubs etc.

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.

A more relaxed discipline or informal dress and language code may be acceptable for activities which take place off the School site or out of school hours. However, staff remain in a position of trust and need to ensure that their behaviour is appropriate and that it cannot be misconstrued in anyway.

Residential activities need to be carefully considered and special attention needs to be given to sleeping arrangements. Pupils, staff and parents should be informed of these prior to the start of the trip. All staff are expected to follow the Health and Safety Policy guidance with respect to assessing risks.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.

First Aid and administration of medication

The school has trained First-Aiders. Teachers and support staff may volunteer to undertake this task but it is not a contractual requirement. Staff will receive appropriate training before administering first aid or medication.

Pupils may need medication during school hours. In circumstances where children need medication regularly, a health care plan will be drawn up to ensure the safety and protection of pupils and staff. With the permission of parents and if appropriate, the children should be encouraged to administer the medication themselves.

If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil, this should be discussed with the appropriate senior colleague at the earliest opportunity. When administering first aid, wherever possible, staff should ensure that another adult is present, or aware of the action being taken. Parents/carers should always be informed when first aid has been administered. Staff should refer to the First Aid Policy.

Intimate Care

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan will be drawn up and agreed with parents/carers for all children who require intimate care on a regular basis.

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

Additional vulnerabilities that may arise from a physical disability or learning difficulty should be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child, their parents/carers and the school must be negotiated, agreed and recorded. In addition, the views and/or emotional responses of children with special educational needs, regardless of age and ability must be actively sought in regular reviews of these arrangements.

Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to the pupils questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.

Care should also be taken to abide by the Sex and Relationships policy and the wishes of parents/carers. Parents/carers have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum

Photography, Videos and other Creative Arts

Many school activities may involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement.

Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable pupils and students who may be unable to question why or how the activities are taking place. Children who have been previously abused in this way may feel threatened by the use of photography and filming in the teaching environment.

Staff should remain sensitive to any children who appear uncomfortable and should recognise the potential for misinterpretation.

Using images of children for publicity purposes will require the age - appropriate consent of the individual concerned and their legal guardians. Images should not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the school have access.

Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of the senior leadership team and/or relevant external agencies. This is particularly important where the welfare of children may be at risk. Staff should be familiar with the Public Interest Disclosure (Whistleblowing) policy and procedures, found in the HR Handbook.

Where internal reporting arrangements are viewed not to have been taken seriously or with sufficient rigour, any member of staff can raise concerns externally if the matter is not resolved by the Principal or the CEO of the Trust e.g. via the Local Authority's Designated Officer for Managing Allegations; the LSCB or the Government's Whistle-blowing report line: 0800 028 0285

Sharing Concerns and Recording Incidents

Staff who are the subject of allegations are advised to contact their professional association. In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded on the "Safeguarding the welfare of staff" form and reported to senior staff. Early discussion with a parent or carer could avoid any

misunderstanding. Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with pupils and students so that appropriate support can be provided or action can be taken

Alternative Provision

Where a pupil is placed with an alternative provision provider, we recognize that we continue to be responsible for the safeguarding of that pupil and as such we will ensure that the provider meets the needs of the pupil. We will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff

Volunteers & Visitors

- We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff. We will never leave an unchecked volunteer unsupervised or allow them to work in regulated activity and we will carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity
- Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children.
- We will: Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children and will go through an induction process which includes reference to the school's safeguarding policies and procedures
- If members of staff wish to bring external people in to assist with activities, they must first gain permission from the Principal
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Trainee Teachers

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children

Appendix. 1

Staff Acknowledgement Form:

Name:

Job Title:

I have read the School's Child Protection and Safeguarding Policy and I understand my role with regards to child protection and safeguarding in this setting.

Signature: _____

Date: _____

Appendix. 2

Parent Acknowledgement Form

The School has a Child Protection and Safeguarding Policy which means that staff will do everything they can to make sure that all the children in the school are free from harm, either in school or when the children are away from school.

To help staff keep your child safe, every member of staff must have training in child protection on a yearly basis, and the school has a Designated Safeguarding Officer (DSO) and a Deputy DSO who looks into any worries about children in school, and who looks out for children who are thought to be at risk.

The school will inform the local authority if there are any significant reasons to be worried about your child's wellbeing. The school may become worried about a child if they notice behaviour and mood changes, physical marks, worrying play or social behaviours, or if a family member of a child says something that makes the school think the child might be at risk of harm.

The school will usually inform you that they are making a child protection referral, but they are not required to tell you, nor do they need your consent to make a referral

Name of Child:

Child's Date of Birth:

Name of Parent/Carer (1):

Relationship to Child:

I have read the School's Child Protection Policy and I understand the actions that might be taken if there are any cause for concerns about my child.

Signature:

Date:

Name of Parent/Carer (2):

Relationship to Child:

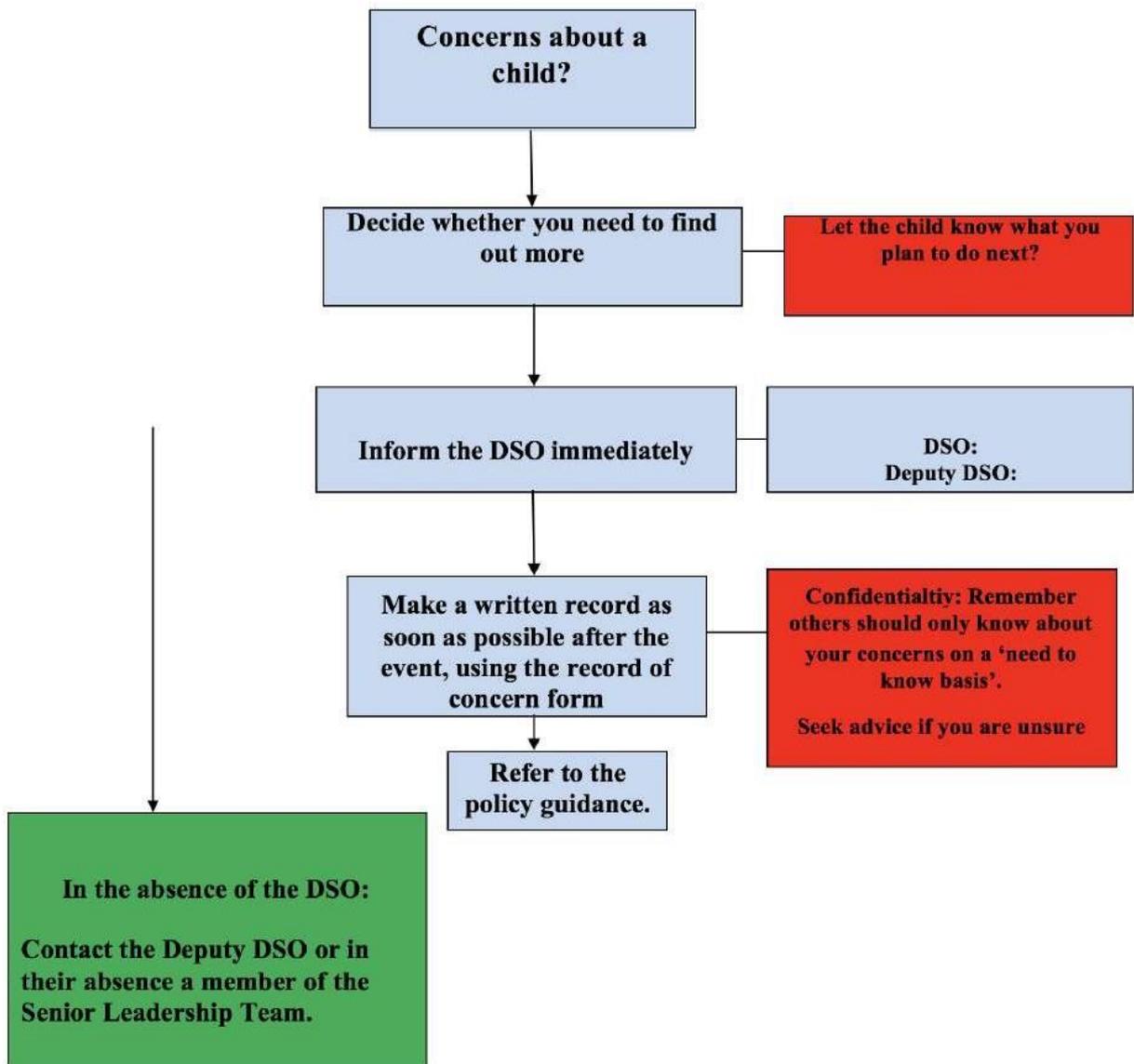
I have read the School's Child Protection Policy and I understand the actions that might be taken if there are any cause for concerns about my child.

Signature:

Date:

Appendix 3

Child Protection Procedures Staff Overview 1
Reporting a concern

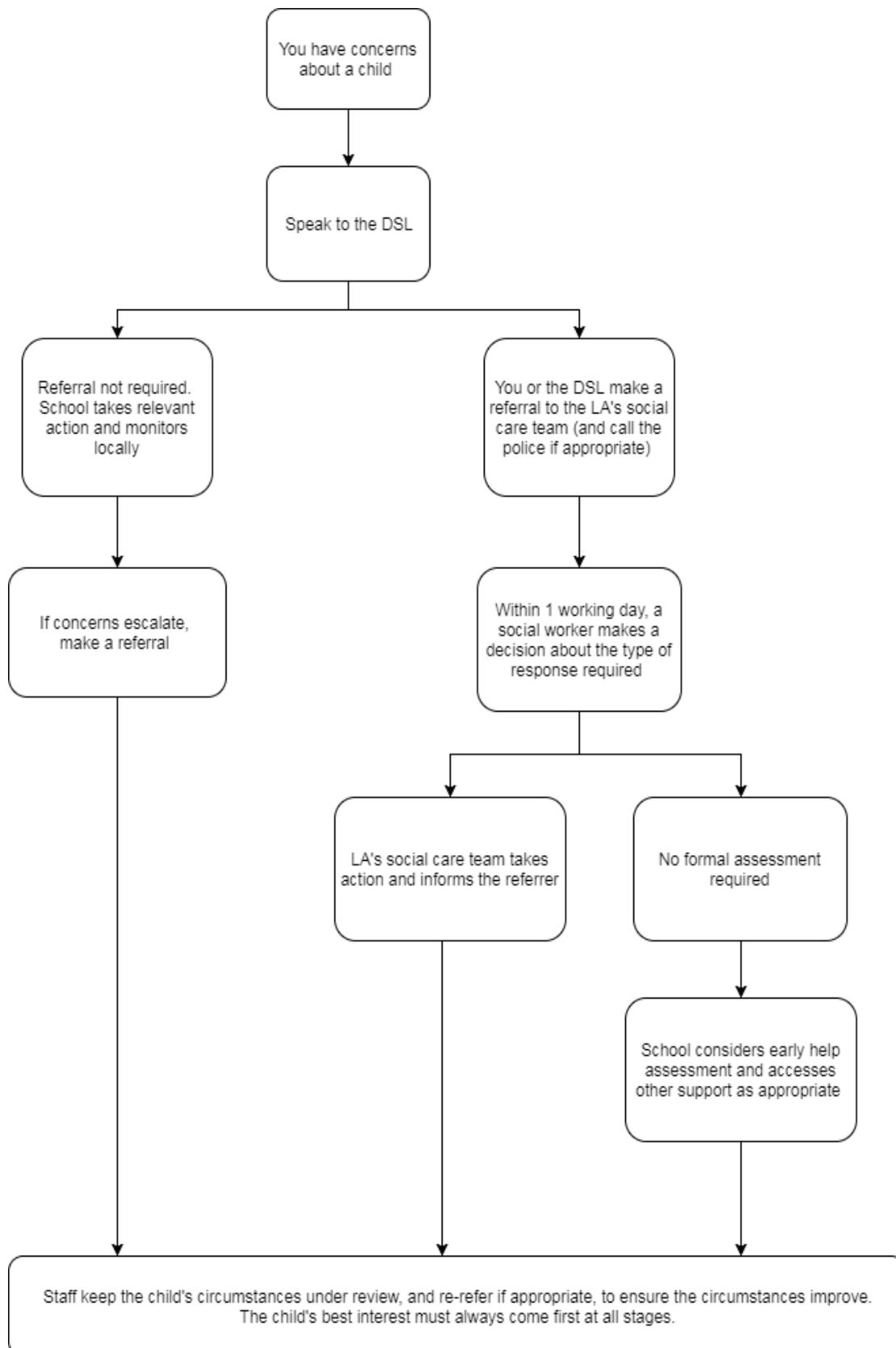


*DS O – Designated Safeguarding Officer
*DDS O—Deputy Designated Safeguarding Officer

Appendix 4

Child Protection Procedures Staff Overview 2

Local procedures following reporting concerns about a child's welfare (no immediate danger)



Appendix 5

Record Concern Form

Child's Name :			
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :
Date and time of concern:			
Your account of the concern: (what was said, observed, reported and by whom)			
Additional information : (your opinion, context of concern/disclosure)			
Your response : (what did you do/say following the concern)			
Your name :			
Your signature :			
Your position in school :			
Date and time of this recording			
Action and response of DSO/Deputy or other: Please specify			
Name:		Date:	

Appendix 6

Procedures for dealing with disclosures

- A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.
- All staff should know who the DSO is and who to approach if the DSO is unavailable.
- Ultimately, all staff have **the right to make a referral to the police or social care directly** and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

When a pupil makes a direct disclosure or implies that they have been abused the guiding principle of the 'seven R's' should be followed:

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

Report

- Share concerns with the designated safeguarding lead as soon as possible
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the children's services department directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

Record

- If possible make some very brief notes at the time, and write them up as soon as possible and pass to the DSL/Deputy DSL without delay
- Keep your original notes on file
- Record the date, time, place, person's present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Follow the school's and local authority's child protection procedures. Where there is doubt, consultation with the Child Protection Officer in the authority can be helpful.
- Try to get some support for yourself if you need it

Review (led by DSO)

- Has the action taken provided good outcomes for the child?
- Inform the person that made the referral of any outcomes/actions
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training/ support required?
- The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.