Child Protection Policy 2017

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This policy has been impact assessed against race, gender and disability and no adverse impact has been identified.	

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1. Contacts

1.1 School contacts

- Designated Safeguarding Lead (DSL): Anna Majcher 01628 521457
- Additional Designated Safeguarding Lead(s): Helen Gray, Sue Hart 01628 521457
- Nominated Governor: Anne Sheddick
- Chair of Governors: Anne Sheddick

1.2 Contacts in County

• Education Safeguarding Advisory Service	01296 382912
• Education Safeguarding Advisor	01296 382732
• First Response Team (including Early Help)	08454 600 001
• Local Authority Designated Officer (LADO):	01296 382070
• RU Safe? (Barnardos - Child Sexual Exploitation Service)	01494 461112
• Social Care, Out of Hours:	0800 999 7677
• Thames Valley Police	101(999 in case of emergency)

- Buckinghamshire Safeguarding Children Board
  for procedures, policies and practice guidelines
- Bucks Family Information Service 0845 688 4944
- Schools Web
  School bulletin, Safeguarding links, A-Z guide to information and services
- Buckinghamshire Grid for Learning e-Safety Bucks CC e-Safety

1.3 Other contacts

• NSPCC	0800 800 5000
• Childline	0800 11 11
• Kidscape Bullying Helpline	0845 1205 204
• Female Genital Mutilation	0800 0283550 Email: fgmhelp@nspcc.org.uk

- Samaritans 0845 790 9090
- CEOP
  (Child Exploitation and Online Protection)
- Foreign and Commonwealth Office 0207 008 0151
  (Forced Marriages Section)
- Crimestoppers 0800 555 111
- Channel /Prevent/Protect 01494 421371
  (Anti – Radicalisation)

2 Introduction

2.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; and in line with the following:

- "Working Together to Safeguard Children 2015"
- Buckinghamshire Multi-Agency Information Sharing for Children, Young People & Families – Code of Practice for sharing personal information, March 2015.
- "Keeping Children Safe in Education"- statutory guidance for schools and further education colleges. Sept 2016
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act 2015
- Serious Crimes Act 2015

2.2 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 for Independent schools) to safeguard[1] and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to Part 1 and Annex A of Keeping Children Safe in Education Sept 2016.

[1] Safeguarding (as defined in the Joint Inspector's Safeguarding report is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies"

2.3 We recognise all staff[2] and Governors have a full and active part to play in protecting our pupils from harm and actively promoting their welfare and that the child's welfare is our paramount concern.

2.4 All staff believe our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

2.5 The aims of this policy are:

2.5.1 To support students' development in ways that will foster security, confidence and resilience.

2.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected and feel confident that they know how to approach adults if they are in difficulties.

2.5.3 To ensure all teaching and non-teaching staff, are aware of the need to safeguard and promote the wellbeing of children and understand their responsibilities in identifying and promptly reporting cases of actual or suspected abuse.

2.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we, the school, contribute to assessments of need and support plans for those children.

2.5.5 To acknowledge the need for effective and appropriate communication between all members of staff in relation to the safeguarding of pupils, ensuring staff know how and when to share information to protect children in a way that is legal and ethical.

2.5.6 To ensure our school has a clear system for communicating concerns and a model for open communication between children, teachers, parents and other adults working with children.

2.5.7 To support the development of a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.

2.5.8 To ensure the school has robust systems in place which accurately records safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcome achieved are clearly and accurately recorded and these records are appropriately stored.

2.5.9 To develop effective working relationships, guided by the Threshold document, with all other agencies involved in safeguarding and promoting the needs of children at our school.

[2] Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

2.5.10 To ensure that all staff appointed within our school, have been through the safer recruitment process and understand the principles of safer working practices as set out in our Staff Code of Conduct, which stipulates their duty to challenge and report where behaviours of colleagues may have stepped outside of agreed safe practices.

2.5.11 To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment which supports children's welfare and development.

3. Responsibilities

3.1 All staff at our school understand safeguarding children is **everyone's responsibility.** Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred should report it immediately to the DSL (see contacts sheet) or, in their absence, to the Additional DSL (see contacts sheet) using the systems and processes our school has designed for this purpose. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

3.2 The Governing Body understands and fulfils its safeguarding responsibilities. It will:

3.2.1 Ensure the school has a robust Child Protection Policy and that this is reviewed at least annually.

3.2.2 Monitor and evaluate the effectiveness of the Child Protection Policy and be satisfied that it is being complied with.

3.2.3 Appoint a Designated Safeguarding Lead (DSL) and deputy who are senior members of staff within the leadership team with the required level of authority to act to safeguard pupils at the school. The roles and responsibilities of the DSL and deputy DSL will be made explicit in those post-holders' job descriptions.

3.2.4 Recognise the importance of the role of the DSL, ensuring s/he has sufficient time, training skills and resources, as necessary to be effective.

3.2.5 Ensure cover is provided when needed, appreciating the additional duties taken on by the member of staff when carrying out this role especially when there are on-going child protection issues.

3.2.6 Recognise the contribution the school can make to helping children and young people keep safe, through incorporation of safeguarding within the curriculum; teaching of self-protection skills and encouragement of responsible attitudes through the Personal, Social and Health Education curriculum.

3.2.7 Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to *Keeping Children*

Safe in Education (KCSiE) (Sept 2016) and legislation referred to therein.

3.2.8 Ensure the safeguarding needs of pupils, their families and the school are fully understood and resources allocated to meet identified needs.

3.2.9 Work with the DSL to complete an Annual Safeguarding Report for Governors, demonstrating how our school is meeting its statutory responsibilities for safeguarding and promoting the welfare of children, ensuring a copy of this report is shared with the Education Safeguarding Advisory Service within the recommended time frame.

3.2.10 Ensure there is an auditable system in place to evidence ALL staff have read, understood and agree to comply with their roles and responsibilities as laid out in KCSiE 2016.

3.3 It will be the duty of the Chair of Governors to liaise with relevant agencies if any allegations are made against the Headteacher.

3.4 The Nominated Governor for Child Protection will be familiar with Buckinghamshire LSCB procedures, Local Authority procedures and guidance issued by the Department for Education.

3.5 The Nominated Governor will:

3.5.1 Work with the DSL to produce the Child Protection Policy.

3.5.2 Undertake the training available for Nominated Governors.

3.5.3 Ensure child protection is, as a minimum, an annual agenda item for the Governing Body.

3.5.4 Meet regularly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities.

3.5.5 Share with County the school's annual report on the delivery of safeguarding over the previous academic year.

3.6 We have a Designated Safeguarding Lead (DSL) who is responsible for:

3.6.1 Ensuring children receive the right help at the right time using the Threshold Document to inform plans for support. Referring a child, to Early Help provisions or Social Care, via the First Response Team if there are concerns for child's care or welfare: abuse or neglect.

3.6.2 Following up any verbal referrals to partner agencies, in writing, within 24 hrs of initial contact.

3.6.3 Ensuring the school has a policy and process for recording and storing information about child protection concerns, which records,

identified concerns, allegations, disclosures, referrals, actions taken, information shared with appropriate agencies where necessary, responses from parents and carers or other professionals, telephone and email contact, decisions and outcomes.

3.6.4 Ensuring a system is in place which enables records to be reviewed and an overview gained, enabling timely support to be offered, or partner agencies "pressed", by school, for reconsideration if thresholds have previously not been deemed to have been reached by partner agencies. This includes use of the Escalation process found on the BSCB website.

3.6.5 Ensuring that records are up to date, differentiate between fact, opinion and hearsay and are maintained in accordance with data protection.

3.6.6 Providing training to staff/ volunteers to make certain all are aware of their responsibilities in relation to child protection and safeguarding record keeping.

3.6.7 Ensuring records are stored safely and securely and remain confidential, sharing information on a 'need to know' basis only and in accordance with the confidentiality policy and are held separately from pupil records, with a front sheet, listing dates and brief entry to provide a chronology.

3.6.8 Having in place an auditable system to enable child protection concerns to be shared between schools where a child moves on to another setting, facilitating transfer of records to maintain confidentiality.

3.6.9 Creating a culture of safeguarding and vigilance within the school, beginning with ensuring all staff receive an appropriate level of induction and training to support them in their understanding.

3.6.10 Acting as a focal point for staff to be able to discuss and share their concerns, supporting staff to formulate their thinking and be part of planning to address issues raised, liaising with other agencies and professionals to achieve change.

3.6.11 Being available or ensuring the deputy is available, in their absence, to staff during school hours and term time for consultation and advice on safeguarding concerns raised. (The DSL and the Deputy are both trained to the same level within our school).

3.6.12 Ensuring arrangements are in place support staff outside of these times if students are off site and accompanied by staff.

3.6.13 Ensuring all school staff are aware of the school's Child Protection Policy and procedures, and know how to recognise and refer any concerns.

3.6.14 Contributing effectively to multiagency working for the purpose of safeguarding and promoting the welfare of students who have suffered or are likely to suffer significant harm, attending Child Protection Case Conferences and submitting reports to the conference, which have been shared in advance, with the parents. Contributing effectively to core group meetings, or other multi-agency planning meetings and contributing to the Framework for Assessments process.

3.6.15 Ensuring that if a pupil, about whom there have been child protection concerns, leaves the school, concerns and school medical records are forwarded under confidential cover to the DSL at the pupil's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

3.6.16 Having, in place a robust system for monitoring absences and addressing this quickly with parents and pupils to effect change. In addition, this system will also support early identification of patterns of non-school attendance: these are seen under the banner of safeguarding in recognition of the NSPCC's comment on absenteeism being the single biggest indicator that something is going wrong for the child.

3.6.17 Ensuring any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately referred to their social worker.

3.6.18 Providing the Headteacher (if the head is not the DSL), with an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSL and by all staff and Governors; number and type of incidents/cases and number of children referred to Children's Social Care and subject to Child Protection Plans (anonymised). The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures.

3.6.19 Meeting regularly (suggest minimum of once a term) with the Nominated Governor to share oversight of safeguarding provision within the school, monitor performance and develop plans to rectify any gaps in delivery noted.

3.6.20 Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending relevant training, provided by the Buckinghamshire Safeguarding Children Board, or the Education Safeguarding Advisory Service.

3.6.21 Referring to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.

3.6.22 Retaining responsibility for the safeguarding of students although tasks may be delegated to other members of the safeguarding team at the school.

4. Procedures

Our school procedures for safeguarding children are in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Board Child Protection Procedures, "Working Together to Safeguard Children 2015" and "Keeping Children Safe in Education" 2016 and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015.

4.1 We will ensure:

4.1.1 We have a designated member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by BSCB. Our Designated Safeguarding Lead (DSL) will be required to update their training annually in accordance with the Learning Pathway agreed by the LSCB.

4.1.2 We have a member of staff *(Additional Safeguarding Lead*) who will act in the DSL's absence who has also received training for the role of DSL and who will have been briefed in the role. In the absence of an appropriately trained member of staff, the Headteacher will assume this role.

4.1.3 All adults (including supply teachers and volunteers) new to our school, are made aware of the school's policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under Keeping Children Safe in Education 2016 and the booklet "What to do if You're Worried a Child is Being Abused". They will have these explained, as part of their induction into the school.

4.1.4 All members of staff are provided with training opportunities arranged or delivered by the DSL annually in addition to any whole school training undertaken, in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed to promote a child's welfare. Staff are supported to further develop their understanding as mechanisms are in place to enhance this via team meetings, newsletters and e mail updates.

4.1.5 All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy, and reference to this in our prospectus/brochure, on our website and in our home school agreement.

4.1.6 All staff, parents/carers and children are made aware of the school's escalation process which can be activated in the event of concerns not being resolved after the first point of contact. We acknowledge an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.

4.1.7 Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. This includes the purpose of the letting when for religious or political reasons.

4.1.8 Community users organising activities for children are made aware of and required to demonstrate their understanding of the need for compliance with the school's child protection guidelines and procedures, as part of their use of our facilities.

4.1.9 The school operates Safe Recruitment practices including ascertaining the suitability of employed staff and volunteers in regulated activities. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire County Council and in line with current legislation.

4.1.10 We apply the same level of scrutiny to staff employed as supply, via an agency, ensuring their identities, qualification and suitability to work safely with children.

4.1.11 Allegations against members of staff are referred to the Local Authority Designated Officer (LADO). There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The school recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence.

4.1.12 All staff working in a regulated activity are required to give an undertaking that they are not disqualified by association from working with children under the age of 8 yrs. Staff must inform the Head Teacher if events arise which may impact on their capacity to give this undertaking.

4.1.13 Our procedures are reviewed and updated annually as a minimum.

4.1.14 The name of the DSL is clearly displayed around the school in appropriate locations including Reception and the staff room, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. The DSL will be available during school hours and term time to support safeguarding within our school.

5. Prevention

5.1.1 We recognise school plays a significant part in the prevention of harm to our pupils by providing students with effective lines of communication with trusted adults, supportive friends and an ethos of protection. We include within this the emotional wellbeing of our students and recognise the role school plays in recognising and preventing the political indoctrination of pupils either by self-radicalisation or through exposure to extremist views.

5.1.2 We are aware of the Prevent Duty to protect young people from radicalisation and extremism At our school we view this as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified, invariably this will require us to work with partner agencies to support and protect the vulnerable student.

5.1.3 Concerns regarding the conduct or behaviour of a student, where it is believed they are vulnerable to extremism, will be referred by the school to Channel via the First Response Team.

5.1.4 School staff receive training on a range of safeguarding and child protection matters, helping them to recognise and respond appropriately should concerns arise, supporting them to act on or escalate concerns.

5.1.5 Whilst a central part of our work with students is to support them to stay safe whilst on-line, we also have in place appropriate web filtering systems so that young people cannot view potentially extreme material, which we also monitor.

5.2 The school community will therefore:

5.2.1 Establish and maintain a safeguarding ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk, knowing that they will be listened to.

5.2.2 Receive focused annual training to support learning and understanding of the changing landscape of safeguarding which is underpinned by legislation and includes issues such as FGM, CSE and radicalisation. The school supports staff to be vigilant and able to recognise and act on assessed vulnerabilities.

5.2.3 Ensure that all children know there are staff in the school whom they can approach if they are worried or in difficulty.

5.2.4 Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to know to whom they should turn for help.

5.2.5 Ensure staff work effectively with partner agencies to seek advice support and guidance, drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet.

5.2.6 Be sensitive and alert to the possibility of the risk some children's behaviours may pose to their peers. Staff will be supported by the DSL to assess and act on concerns highlighted to ensure school remains a safe place to learn.

6. Supporting Children

We recognise that a child who is abused, witnesses violence, and lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth. Staff are required to be vigilant to these signs, to enable early offers of help to be initiated.

6.1 We recognise the young minds of our students can be vulnerable and may be exploited by others, therefore staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism or indoctrination.

6.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

6.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

6.4 Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of students, which may indicate they are at risk of radicalisation.

6.5 The changing landscape of safeguarding and protecting children from harm requires staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual.

6.6 Through training, staff are aware that children's behaviours may pose a risk to their peers, behaviours may range from bullying to those which are sexually abusive

- Staff will be vigilant to such abuse and incidents will be logged.
- Allegations will be investigated by gathering the facts first, considering the intent (risk assess).
- Informing the correct agencies for advice and support.
- Informing the parents.

6.7 Our school will support all pupils by:

6.7.1 Encouraging the development of self-esteem, resilience and critical thinking in every aspect of school life including through the curriculum.

6.7.2 Promoting a caring, safe and positive environment within the school.

6.7.3 Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer. Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol.

6.7.4 Liaising and working together with all other support services and those agencies involved in the safeguarding of children and using the expertise and resources of colleagues in other service areas to promote the welfare of students.

6.7.5 Ensuring staff work with Prevent Officers and the Channel Panel to support and safeguard if a student is thought to be vulnerable to or espousing radical political ideologies.

6.7.6 Liaising with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place if a pupil has medical needs.

6.7.7 Developing a good working knowledge of the Threshold Document and how it can be used to safeguard and promote the wellbeing of students, informing the notification to Social Care (First Response) as soon as there is a significant concern.

6.7.8 Ensuring that a named teacher is designated for Children Looked After (CLA) and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The Education of Children in Public Care (ECPC) Team must be made aware of all CLA in the school.

6.7.9 Expecting staff to be sensitive to the needs of children who are “looked after”, recognising they are likely to have encountered difficulties and challenges which may mean they are disproportionately affected by the behaviours of their peers, e.g. teasing, bullying and hazing.

6.7.10 Notifying Social Care (First Response) when a child attending the school is privately fostered. This means when a child lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days.

6.7.11 Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.

6.7.12 Providing continuing support to a pupil (about whom there have been concerns), who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Safeguarding Lead at the pupil’s new school as a matter of urgency/ within the first term.

The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

6.8 Our school has a Work Experience Policy and procedures which comply with national and local guidance and which are regularly reviewed and updated.

6.9 We are aware of our responsibilities for the safeguarding of pupils who are educated off site or who are in alternative provision and work with Bucks County Council to monitor and review this.

6.10 At our school we work hard to understand the impact on children of living in families experiencing difficulties relating to mental ill-health and/or substance misuse and/or domestic violence and know that the child/ren might experience abuse or neglect as a result of these difficulties.

6.11 The DSL along with the rest of our staff have received training to recognise and respond appropriately should suspicions arise. Ensuring signs and indicators are progressed to inform plans of support.

6.11.1 The DSL along with the rest of our staff receive regular training to recognise and respond appropriately should suspicions arise, ensuring signs and indicators are progressed to inform plans of support.

6.11.2 Pupils are encouraged to seek help and support and are provided with information about how to access this, if they are encountering problems at home.

6.11.3 Staff understand that sharing information with parents may not be n appropriate and ensure that decisions of this nature are made in partnership with Children's Social Care or the police.

7. Confidentiality

7.1 We recognise that all matters relating to child protection are confidential.

7.2 The Headteacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only. This will be governed by BSCB Information Sharing Protocols.

7.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

7.4 Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the Designated Safeguarding Lead and securely stored only in the designated location within the school, separate from the pupil records.

7.5 Provision is in place for the information to be accessed, in the absence of the DSL, in an emergency.

7.6 All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another. Staff will however reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.

7.7 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents /carers, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the ESAS or Social Care on this point.

7.8 In the event of a child disclosing abuse staff will:

- Listen to the child. Allowing the child to tell what has happen in their own way, and at their own pace. Staff will not interrupt a child who is freely recalling significant events.

- Remain calm. Be reassuring and supportive but will endeavour to not respond emotionally.

- Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said. Staff are trained to use TED; Tell, Explain, Describe.

- Make an accurate record of what they have seen/heard using the schools record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child as possible Staff will not substitute anatomically correct names for body part names used by the child. Any words which are unclear to the staff member will be spelt phonetically.

- Reassure the child that they did the right thing in telling someone, they will reassure the child that they have not done anything wrong.

- Staff will explain to the child what will happen next and the need for the information to be shared with the DSL.

- In the unlikely event of the DSL and deputy DSL not being available, staff are aware they must ring First Response for advice.

If there is immediate risk of harm to a child Staff will NOT DELAY, and will ring 999

- The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

8. Supporting Staff

8.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.

8.3 In consultation with all staff, we have adopted a Code of Conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.

8.4 All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff Code of Conduct.

8.5 We recognise that our DSL(s) should have access to support (as in 8.2 above) and appropriate workshops, courses or Forums as organised by the County Council.

9. Allegations against staff

9.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (See also 8.3 above)

9.2 Staff should be aware of the school's Code of Conduct. This can be found in the office.

9.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.

9.4 The Headteacher/senior teacher on all such occasions should immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.

9.5 The Head Teacher/ Senior Teacher will:

9.5.1 Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace.

9.5.2 Follow all advice given by the LADO relating to supporting the child or young person making the allegation, as well as other children and young people connected to the organisation.

9.5.3 Ensure feedback is provided to the LADO about the outcome of any internal investigations within your agency.

9.6 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO (as in 9.4 above) without notifying the Headteacher first.

9.7 The school will follow the County Council's procedures for managing allegations against staff, a copy of which can be found in the office.

9.8 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the LADO (as in 9.4 above) in making this decision, as well as being guided by HR.

9.9 If a suspension is made, (as in 9.6 above) restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.

9.10 Our lettings agreement for other users requires that the organiser will follow the County Council procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

10. Transfer of Risk

10.1 Should an individual staff member or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must inform their manager of employer. In these circumstances, the organisation will need to assess whether there is any potential for risk to transfer to the workplace and the individual's own work with children or young people.

11. Whistleblowing

11.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. For this reason, we have a separate Whistleblowing Policy which can be in the office. Staff are required to familiarise themselves with this document during their induction period.

11.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the designated 'Whistleblowing' Governor or the Local Authority Designated Officer (LADO).

11.3 A tool to support safeguarding concerns to be reported can be found on our website which has the Dept for Education "Report a concern" button.

12. Physical intervention/Positive handling

12.1 Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013. Use of Reasonable Force, 2013. This policy states that staff may only use 'reasonable force',

meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

12.2 Headteachers and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

12.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

12.4 Any use of force or restraint will be recorded and signed by a witness. The parent/carer will be informed of the incident.

12.5 Staff who are likely to need to use physical intervention must be appropriately trained.

12.6 We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

13. Anti-Bullying

13.1 At our school, we have an agreed definition of bullying that is understood by pupils, staff, parents and carers.

13.2 We have an Anti-Bullying Policy and measures in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

13.3 This policy is available to all staff, parents and carers and pupils. The policy is written in language that is accessible to pupils and a child-friendly version is made available to all pupils.

13.4 Staff, pupils and parents are made aware of how mobile technologies are increasingly being used to bully children both in and outside of the school environment. Cyber bullying is therefore referenced within our Anti-Bullying Policy.

14. Racist Incidents

14.1 Our Equalities and Cohesion policy references how racist incidents will be dealt with and acknowledges the serious nature of these events and their impact on the individual/group of students involved. All incidents will be taken seriously and consideration will be given as to whether a multi-agency approach using child protection procedures in required.

15. Health and Safety

15.1 We recognise the importance of safeguarding pupils throughout the school day. Our Health & Safety policy, reflects the consideration we give to the

protection of our children both physically within the school environment, in relation to internet use and when away from the school when undertaking school trips and visits.

15.2 Part of the safeguarding measures we have in place include the safe dropping off and collection of pupils at the start and end of the school day. We would therefore ask all parents to deliver their children to reception, collecting from reception. Parents are expected to inform us via telephone if there is to be a change in the arrangement of collection for their children.

15.3 Pupils who leave the site during the school day do so only with the written permission of a parent /and are collected by an authorised adult where appropriate. School should be notified by the parents regarding whom they have authorised for this task.

15.4 Children attending the breakfast club will be dropped off at reception and those attending after school club will be delivered to the club by staff or adults running clubs.

15.5 Staff who support children during unstructured time such as break and over the lunch period have received training to remain alert to signs of concern or vulnerability ensuring pupils feel safe. This includes lunch time staff who know about their responsibility to report concerns about a pupil to the DSL.

15.6 Our school site is secure. All staff are aware of 'hotspots' in the school where pupils have expressed anxieties. There is an action plan in place to address safety in these areas.

16. E-Safety

16.1 All staff should be aware of the school policy on E-Safety which sets out 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, question the information they are accessing and support the development of critical thinking.
- Inspiring safe and responsible use and behaviour of mobile technologies, to combat behaviours on line which may make students vulnerable including sexting.
- Use of mobile technology both within school and on school trips/ outings.
- Use of camera equipment, including camera phones.
- What steps to take if there are concerns and where to go for help.
- Staff use of social media as set out in the Staff Code of Conduct.

16.2 Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

16.3 Students, staff and parents are supported to understand the risks posed by *CONTENT – CONDUCT – CONTACT* on-line.

16.4 We have a separate mobile phone policy which sets out the acceptable use of mobile technologies by pupils whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.

16.5 Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our students.

16.6 Staff's use of mobile technology whilst on site is set out in the Staff Code of Conduct.

17.Sexting

'Sexting', also referred to as 'youth produced sexual imagery', is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

17.1 Staff, pupils and parents are supported via training to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes imagery of pupils themselves if they are under the age of 18.

17.2 Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication 'Sexting in Schools and Colleges' produced by the UK Council for Child Internet Safety.

18. Cultural Issues

As a school we are aware of the cultural diversity of the community around us and seek to work sensitively to address the unique culture of our students and their families as they relate to safeguarding. This includes children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.

18.1 As a staff team are aware of the harm to children that can be caused by practices linked to culture, faith and beliefs. We promote awareness through training and access to resources.

18.2 Staff will report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

18.3 We support students, via targeted sessions and delivery through our curriculum, to understand that some aspects of cultural or religious practice and beliefs could cause harm and they should turn to someone they trust or an organisation such as ChildLine for help and support.

18.4 We make links with local services, community organisations and faith leaders to provide support and helpful information on what is safe and unsafe practice within the culture/faith, groups of our school community.

18.5 At our school we are aware of a range of practices and belief which can be classified as honour based violence, we include within this female genital mutilation, forced marriage and breast ironing. Whilst this may be a part of a long-held tradition within communities we categorise this as child abuse and will act according to our safeguarding processes to safeguard the pupil concerned.

18.6 Teachers at our school understand there is a legal duty to report known cases of FGM to the police and they will do this with the support of the DSL.

18.7 At our school we are aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights.

18.8 We recognise that both male and female pupils may be subject to honour based abuse e.g. where young people's cultural background are at odds with their behaviours such as homosexuality, under-age sex, relationships or life style choices.

18.9 We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff, any suspicions or concerns for forced marriage are reported to the DSL.

18.10 Staff understand that whilst we try always to work in partnership with families, sharing information with a parent or member of the family is not appropriate in these instances. Staff will report concerns to the DSL who will liaise with Children's Social Care, the police or the Forced Marriage Unit and follow advice given regarding protective strategies to safeguard the pupil.

19. Retention of Records

19.1 When a disclosure of abuse, or an allegation against a member of staff or volunteer, has been made, our school will have a record of this. These records will be maintained in a way that is confidential and secure, in accordance with our Record Keeping Policy.

19.2 There is a statutory requirement for our school to pass any child protection records to the child's next school. We are also required to retain these records securely and confidentially until the concerned reaches the age of 25 yrs.

19.3 If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file. This record will be kept by the school until normal retirement age, or 10 years after the allegation if longer. This record will include a clear outcome, including when cases have been investigated and found to be without substance.

19.4 For cases in which an allegation has been proven to be false, unsubstantiated or malicious, the allegation will not be included in employer references, even if that person has been the subject of repeated allegations.

19.5 In the instance or repeated allegations however our school retains the right in the interest of safeguarding students to retain a record of concern (1).

20. Use of Photography

We will often use photographs and film to capture achievements, monitor a child development and help promote successes within our school. We like to have a record of all the wonderful activities our students take part in. Via our website we like to be able to share these events with parents. We are however mindful of the safety of our students and will seek the permissions of both parents and student before taking or sharing any images.

20.1 As confirmed in the Data Protection Act, our school will ensure written consent is sought from the parent or carer of any child under the age of 18 before any photographs are taken. If consent is given, we will make a clear agreement with the parent or carer as to how the image will be used (*for example, in a school brochure or website*) and how widely (*as part of a school's bulletin for all parents, on the child's individual development record etc*).

20.2 Due consideration will be given to the appropriate of clothing and posture, and details such as a child's name or age will not be shared unless integral to the use of the image (*such as the acceptance of an award*) in particular when additional identifiers (i.e. a school or uniform logo) are being shared.

Policy Review

The Governing Body of our school is responsible for ensuring the annual review of this policy, and for reporting back to the County Council. The date the next review is due is on the front cover of this policy.

(1) Safeguarding Children: dealing with low-level concerns about adults – Farrer & Co Adele Eastman and Katie Rigg, May 2017.

Appendix One

Child Protection

Everyone who works with children has a duty to safeguard and promote the welfare of children. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm. This should be read along with KCSiE 2016 Part 1 and Annex A of the same document

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment). If a child is observed scavenging for food at school, the possibility of inadequate feeding at home should be considered as a priority;
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate or inappropriate care-givers);
- ensure access to appropriate medical care or treatment.

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

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children to feel frightened and in danger or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Research shows domestic violence to be damaging to a child's emotional development; where a child is living with domestic violence, schools should consider making a referral to Social Care if the child shows any indicators of significant harm.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including exploitative relationships, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (e.g. masturbation, kissing, rubbing and touching outside of clothing). They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images (including on-line images), watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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Although no culture sanctions extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective but guard against being over-sensitive to cultural issues at the expense of promoting the safety and well-being of the child.

> *Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses.*
>
> *Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.*
>
> *(Victoria Climbié Inquiry Report).*

Research also tells us that children with special needs are at an increased risk of abuse. Changes in mood, patterns of behaviour, injury and responses to stimulus around them may be wrongly attributable to their disability. Staff need therefore to feel confident to **question behaviours** and be **professionally curious** about changes noted, being prepared to "think the unthinkable", raise the concern and ensure safeguards are in place. Children with communication difficulties may be especially vulnerable.