



Safeguarding & Child Protection Policy

Prepared by: Erica Barber

Agreed: Spring 2017

Review date: Autumn 2018

Signed:

Chair of Governors:

Headteacher:

Introduction, aims, purpose of policy

This policy applies to all children, staff, governors, visitors and volunteers in the school. This policy is reviewed on an annual basis. There are five main elements to our policy:

- Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Supporting pupils who have been abused in accordance with his/her agreed Child Protection Plan (or Child in Need Plan for lower level concerns);
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. We will maintain an attitude of ‘it could happen here’ where safeguarding is concerned.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse
- Ensure all staff members are aware of school guidance for use of mobile technology and their associated safeguarding risks
- Remain alert to the safeguarding needs of pupils who go missing from education.

We will follow the procedures set out by the LSCB and take account of guidance issued by the DfE to safeguard children and promote their welfare.

Please also refer to the following policies and documents

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- The London Child Protection Procedures (2015)
- Keeping Children Safe in Education (DfE 2016)
- Working Together to Safeguard Children (DfE 2015)
- The Education (Pupil Information) (England) Regulations 2005
- Counter Terrorism and Security Act 2015 (The ‘Prevent Duty’)
- Behaviour and Anti-Bullying Policy
- Complaints Policy
- eSafety Policy
- Inclusion Policy
- Medical Policy

Contents

- p.3 Policy statement
- p.4 Terminology
- p.5 The designated safeguarding lead
- p.6 The governing body
- p.6 The head teacher
- p.8 Specific safeguarding issues
- p.11 Whistle blowing
- p.12 Safer recruitment
- p.14 Appendix A – Useful contacts
- p.15 Appendix B – Key information
- p.18 Appendix C – Whistle blowing code
- p.20 Appendix D – When there are serious concerns about a child’s welfare but no specific evidence of abuse
- p.21 Appendix E – Action to be taken when a child discloses, or a member of school staff suspects, that abuse has occurred outside of school
- p.22 Appendix F – Allegation of abuse by a member of school staff or volunteer (teaching or non-teaching)
- p.23 Appendix G – Referral procedure for when a child discloses to a member of school staff an allegation of abuse by a Head teacher
- p.24 Appendix H- Types of Abuse

Policy statement

We recognise that it is **everyone's** moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. The **best interests** of the child are considered at all times. We are committed to identify concerns early and are able to implement early help where necessary. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We know where a child is in immediate danger or at risk of significant harm action should be taken immediately to protect that child. Chase Bridge always maintains an attitude of it could happen here.

The procedures contained in this policy apply to all staff and are consistent with those of Richmond upon Thames Local Safeguarding Children Board (LSCB).

Terminology

Safeguarding and promoting the welfare of children refers to protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

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 (restraint)
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits
- Intimate care
- E-Safety
- Appropriate arrangements to ensure school security, taking into account the local context.

Child Protection: the above statutory guidance defines child protection as part of safeguarding and promoting welfare. Child protection is the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Children includes everyone under the age of 18.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parent.

Local Authority Designated Officer (LADO) works within Children's Social Care and should be alerted to all cases in which there is an allegation of abuse of a child by a person who works with children where there is a concern that the person may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.

The Local Authority Designated Officer captures concerns, allegations or offences emanating from outside of work and is involved from the initial phase of the allegation through to the conclusion of the case.

The Designated Safeguarding Lead

The role of the designated safeguarding lead (DSL) is to organise and, with some aspects delegate the following tasks to staff in the school:

- Undergo training (renewed every two years)
- Update their knowledge and skills at regular intervals but at least annually for example by read and digesting safeguarding developments
- Take lead responsibility for safeguarding and child protection
- Have this role specified in their job description
- Act as a source of support and expertise to the school community
- Understand the LSCB procedures
- Make sure any deputies are trained to the same standard as the DSL
- Keep written records of all concerns when noted and reported by staff or when disclosed by a child
- Ensure child protection records are stored securely and separate to child's file and any electronic information is password protected
- Support staff with knowing how important early help is and facilitate them working and setting up inter-agency assessments
- Manage referrals when there are cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure see appendix D, appendix E
- Notify children's social care if a child on a Child Protection or Child In Need plan is absent for more than two days without explanation
- Ensure that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed
- Attend and/or contribute to child protection conferences, child in need meetings, strategy meetings, core group meetings and looked after children reviews.
- Co-ordinate the school's contribution to child protection plans
- Liaise with the local authority and work with other agencies in line with working together to safeguard children 2015
- Ensure that all staff sign to indicate that they have read and understood this policy
- Ensure that this policy is reviewed and updated annually
- Annually, update staff on safeguarding and keep a record of staff attendance at this – (please note that this is also reported to Richmond upon Thames LSCB via the Local Authority)
- Annually, complete a safeguarding and child protection audit
- Report to the governors annually
- Give consideration to those who may be particularly vulnerable e.g. those who are disabled or have special educational needs, living in a known domestic abuse situation, affected by known parental substance misuse, asylum seekers, living away from home, vulnerable to being bullied or engaging in bullying, living in temporary accommodation, living transient lifestyles, living in chaotic, neglectful and unsupportive home situations, vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality, involved directly or indirectly in prostitution or child trafficking and do not have English as a first language
- Make this policy available to parents

The designated safeguarding lead (DSL) for child protection in Chase Bridge is:
Andrew King (Head teacher)

In the event the designated safeguarding lead is absent the deputy designated people in this school are:

Brian Ostro (Deputy Head)
Sue Wood (Family Worker)
Laura Jeffery (SENCo and Early years Leader)
Amy Gray (Welfare Officer)

The nominated governor for this school is Eleanor Wright.

The designated teacher to promote the educational achievement of Looked After Children (LAC) is Laura Jeffery.

The Governing Body

The governing body will:

- Comply with their duties under the legislation *Section 175 of the Education Act 2002*
- Ensure that policies, procedures and training in their school comply with the law at all times
- All need an Enhanced DBS check
- Ensure the school contributes to inter-agency working in line with statutory guidance working together to safeguard children 2015
- Name a designated safeguarding lead (DSL) for safeguarding and child protection and ensure they are a member of the senior leadership team, who has undertaken the approved LSCB training in inter-agency working, in addition to basic child protection training which is refreshed at two-yearly intervals
- Whilst activities of DSL can be delegated make sure the **DSL lead responsibility for safeguarding and child protection** is not delegated
- Ensure the procedures and the safeguarding and child protection policy are consistent with LSCB requirements, reviewed annually, utilise the experiences and expertise of their staff and made available to parents on request
- Have procedures for dealing with allegations of abuse made against members of staff in (see appendix G)
- Ensure the school has appropriate IT filters and monitoring systems in place
- Have safer recruitment procedures that include the requirement for appropriate checks in line with national guidance
- Ensures all staff receive child protection updates as required training, with refresher training annually
- The nominated governor keeps up to date with all training
- Ensures that all staff are made aware of the school's arrangements for child protection
- Put in place appropriate safeguarding responses to children who go missing from educational settings
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that person has the appropriate training
- Ensure staff do not promise confidentiality to those children making disclosures
- Nominate a member of the governing body (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher

Safeguarding Policy – Spring 2017

- Submit an annual report to the local authority about how the governing body's duties have been carried out (any weaknesses or areas of concerns will be rectified without delay)
- Make sure children are taught about safeguarding, including online, through teaching and learning opportunities as part of the broad and balanced curriculum
- Refer anyone to the disclosure and barring service (DBS) who harmed or poses risk of harm to a child. This should be done as soon as possible after the resignation or removal from school

The Headteacher

The role of the head teacher is to:

- Ensure the safeguarding and child protection policy and procedures are implemented and followed by all staff
- Allocate sufficient time and resources to enable the DSL and deputies to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- Make sure the school ethos promotes a positive, supportive and secure environment for all children including those that have been subject to abuse or neglect
- Liaise with other agencies that support children: children's social care, child and adolescent mental health service (CAMHs), education welfare service and educational psychology service
- Ensure all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing code
- Address children's safety and welfare through a broad and balanced curriculum so that our children embrace difference and diversity, and feel valued members of our school community
- Maintain confidentiality and share information on a need-to-know basis only with relevant individuals and agencies
- Offer details of help lines, counselling or other avenues of external support to staff and children
- Follow the procedures laid down in our whistle blowing, complaints and disciplinary procedures
- Store and handle child protection information in line with *Data Protection Act 1998*
- Not investigate allegations made against staff, whether from a child, colleague or visitor to the school, but report it to the Local Authority Designated Officer (LADO) for procedural investigation (see further guidance in part 4 of keeping children safe in education 2015 and appendix F)
- Co-operate fully with relevant statutory agencies
- Be aware of a referral to Channel for people identified as being drawn into terrorism

Early Help at Chase Bridge

Early Help means taking action to support a child with a problem or need, as soon as it emerges. It can be required at any stage from nursery to Year 6. It applies to any problem or need that the family cannot deal with or meet on their own. Early Help requires us to work with other agencies to ensure the child gets the right response, and the right services, from the right people at the right time. Our aim is to meet need early and avoid a problem escalating or the need increasing. Early Help is provided to prevent or reduce the need for specialist interventions.

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools on the [TES, MIndEd](#) and NSPCC websites. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- [bullying including cyberbullying](#)
- [children missing education](#) – see page of Keeping Children Safe in Education 2016
- [children missing from home or care](#)
- [child sexual exploitation \(CSE\)](#) – see page of Keeping Children Safe in Education 2016
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – see page of Keeping Children Safe in Education 2016
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [hate](#)
- [mental health](#)
- [Missing children and adults strategy](#)
- [private fostering](#)
- [preventing radicalisation](#) - see page of Keeping Children Safe in Education 2016
- [relationship abuse](#)
- [sexting](#)
- [trafficking](#)

Children missing in education

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of many areas for concern. To safeguard pupils who are missing education, Chase Bridge will ensure compliance with local authority policy and procedures for Children Missing Education. Together with the Education Welfare Officer, the Designated Safeguarding Lead will monitor unauthorised absence and follow procedures, particularly where children go missing on repeated occasions.

School will ensure there are procedures to inform the local authority when it is proposed to take pupils off-roll because they are:

- leaving school to be home educated;
- no longer living close enough to the school to reasonably attend;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- permanently excluded.

The school will ensure that:

- they understand what to do when children do not attend regularly.
- all staff know the signs and triggers for travelling to conflict zones, Female Genital Mutilation, forced marriage and domestic servitude

- inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more

Children with special educational needs

Children with special educational needs and disabilities are more likely to be abused or neglected. This means staff need to consider how to overcome communication barriers, not assume behaviour, mood and injury are caused by their disability and be aware of the disproportion impact of behaviours such as bullying. All staff are aware of those children on the special educational needs register and are more vigilant with these children.

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The named designated teacher will work with the virtual school head to discuss how funding can be used to best support the child in school to make progress. The Virtual School headteacher is responsible for the progress of children Looked After.

Peer on Peer Abuse

Staff recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many different ways including sexting. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. We are aware of the added vulnerability of children who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children. Peer on peer abuse can be an impulsive offense, acting in the moment or can happen during times of stress or anger. Signs of this type of abuse can be exhibiting sexualized behaviour, using sexually explicit language, taunts or harasses other children, displays anger or aggression, violates others' boundaries, avoids supervision, and dominates other children.

Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Through accessing training events such as PREVENT, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on. We will work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

'Honour Based' Violence

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. It includes Female Genital Mutilation, forced marriage and practices such as breast ironing.

Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include: domestic abuse, threats of violence, sexual or psychological abuse, forced marriage, being held against your will or taken somewhere you don't want to go and assault.

Female genital mutilation (FGM)

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna. 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. A girl or woman who's had FGM may: have difficulty walking, sitting or standing, spend longer than normal in the bathroom or toilet, have unusual behaviour after an absence from school, be particularly reluctant to undergo normal medical examinations, ask for help, but may not be explicit about the problem due to embarrassment or fear. A girl at immediate risk of FGM may not know what's going to happen. But she might talk about being taken 'home' to visit family, a special occasion to 'become a woman' and an older female relative visiting the UK. She may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

Forced Marriage

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 marriage.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. It may also be linked to child trafficking. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the Designated Safeguarding Lead.

Private Fostering

Private Fostering is when a child under the age of 16 years (under 18 if they are disabled) is cared for by someone who is not their parent or a close relative, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts. To be Privately Fostered, the arrangement has not been made by the local authority, and the child or young person is not being looked after by an approved foster carer. The school has a duty to report cases of suspected private fostering to the Local Authority through the SPA.

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place,

including safer recruitment procedures. When our children attend off-site activities or events, we will check that effective child protection arrangements are in place.

Photography and Images

To protect children we will:

- Seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

eSafety

We recognise the benefits and potential problems of the use of information and communications technology in school. These are addressed in the curriculum and we also have systems for ensuring that sensitive data remains confidential (see our eSafety policy).

Bullying including cyberbullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Cyberbullying is a different form of bullying using technology such as the internet and can happen at all times of the day, with potentially bigger audiences and a far wider lasting impact. All incidents of bullying should be reported and will be recorded (see our behaviour and anti-bullying policy). Bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and/or the DSL will consider implementing child protection procedures. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm'. (More advice is available from preventing and tackling bullying 2014).

Whistle blowing

From a child or parent/carer

Our complaints procedure will be followed where a child or parent/carer raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child or discriminating against them in some way.

Complaints are managed by senior staff, the head teacher and governors. Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

If you have concerns/allegations about a member of staff

Staff who are concerned about the conduct of a member of staff towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistle blowing code (appendix C) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. ***All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the head teacher.***

If you have concerns/allegations about the head teacher

Complaints about the head teacher should be reported to the chair of governors.

Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in *keeping children safe in education 2016* together with the local authority and the school's individual procedures.

When appointing new staff the school will:

- Verify a candidate's identity and proof of address, preferably from current photographic ID
- Make sure the national insurance number provided is permanent
- Verify the candidate's mental and physical fitness to carry out their work responsibilities
- Obtain an enhanced Disclosure and Barring Service (DBS) certificate check with a barred list information where the person will be engaging in regular activity
- Obtain a separate barred list check if the individual will start work in a regulated activity (for a full definition see p. 24 *keeping children safe in education 2016*) before the DBS certificate is ready
- Undertake a prohibition check for everyone employed doing 'teacher work'
- Check the NCTL Teacher Services system for any restrictions imposed by countries in the European Economic Area (EEA)
- Verify the person's right to work in the UK
- Make further checks as appropriate, if the member of staff worked or lived outside the UK
- Verify professional qualifications, as appropriate
- Make sure an application form is completed with written information about previous employment and check it is not contradictory or incomplete
- References should be sought, scrutinised and any issues resolved before appointment is made
- Obtain two references, including at least one who can comment on the applicant's suitability to work with children as appropriate to their role
- Ensure someone on the appointment panel has undertaken safer recruitment training

The school will also:

- Keep a single central record when checks are completed (this will be reviewed once a term with the head teacher and governor)
- Carry out relevant checks if there are concerns for an existing member of staff
- Obtain written notification from any agency worker that the checks the school otherwise perform were done and check the identity of those arriving
- Check the identity of contractors and their staff
- Never leave any volunteers unsupervised if no checks have been carried out

Please note that Richmond upon Thames LSCB operates local procedures which are based upon and aligned to regional and national procedures in respect of safeguarding children and child protection. For local procedure visit: <http://www.proceduresonline.com/richmond/childcare>
For regional visit: <http://www.londonscb.gov.uk/procedures/>
For national procedures visit: http://www.dcsf.gov.uk/everychildmatters/_download/?id=1313

Appendices

Appendix A – Important Contacts

Key Service Contacts

Richmond Initial Response Team 020 8547 5008
(This team deals with all referrals and assessments for children’s social care)

Hounslow Child Protection Team 020 8583 6600
(For those children with a Hounslow home address this team deals with all referrals and assessments for children’s social care)

Child and Family Consultation Service 020 3513 3200
(This is the local service in respect of child and adolescent mental health services)

Key Richmond Professional Contacts

Chief Executive, Director of Children’s Services 020 8891 7507
Associate Director of Early Help 020 8547 5250
Director of Children’s Social Care 020 8891 7678
Local Authority Designated Officer (LADO) 020 8891 7969
(The LADO is responsible for managing the investigation process in respect of allegations made against staff members: Viv Rimmer)
Local Safeguarding Children Board 020 8891 7032
(This is the statutory body responsible for the scrutiny of all agencies in respect of their safeguarding duties)
Prevent Lead (Mick Allen) 0208 831 6353

Richmond emergency / out of hours contacts

Telephone 020 8744 2442
Minicom 0845 600 7752
Type Talk 1800 | 020 8744 9414

Hounslow emergency/ out of hours contact

Telephone 020 8583 2222

Appendix B – Key information for ALL children, staff, governors, visitors and volunteers

The responsibilities of ALL children, staff, governors, visitors and volunteers are to:

- **Record and report concerns as soon as possible to the DSL or Deputy DSL.** Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.
- Be involved with the **early help** process, if appropriate.
- **Immediately report the risk of harm or immediate danger** of a child to the DSL or deputy DSL and then record the information. The DSL will follow the correct procedures outlined in the Appendices.
- Always act in the best interests of the child and treat all children with respect
- Maintain an attitude of *'it could happen here'*
- Be responsible for providing a safe environment in which children can learn
- Be aware and know of the early signs and signs of abuse and neglect so they are able to identify children who may need help or protection
- Follow procedures to report missing children
- Support social workers to take decisions about individual children when needed
- Set a good example by conducting ourselves appropriately
- Encourage positive and safe behaviour among children
- Be a good listener
- Read and understand all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety plans and information sharing
- Ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- Maintain appropriate standards of conversation and interaction with and between children and avoid the use of sexualised or derogatory language
- Be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse
- Refer anyone asking to see child protection records to the head teacher
- Sign to say they have read this policy

Teachers and the Headteacher have a responsibility to:

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (The Teacher Standards 2012)
- Report a case of Female Genital Mutilation to the police and not notify parents/carers of our concerns or discuss it with the child.

Abuse of trust

All school staff are aware that inappropriate behaviour towards children is unacceptable and their conduct towards all children must be beyond reproach. In addition, staff should understand that, under the *Sexual Offences Act 2003*, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

Staff who are subject of an allegation

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Indicators of abuse and what you might see (see Appendix H for more information)

A child who is being abused and/or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing for PE or swimming
- Look unkempt and uncared for
- Change their eating habits
- Have difficulty in making or sustaining friendships
- Appear fearful
- Be reckless with regard to their own or other's safety
- Self-harm
- Frequently miss school or arrive late
- Show signs of not wanting to go home
- Display a change of behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- Challenge authority
- Become disinterested in their school work
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about drugs or alcohol
- Behaviour has changed
- Their artwork could be bizarre
- Display sexual knowledge or behaviour beyond that normally expected for their age

If a child discloses information to you:

DO

- Allow them to speak freely
- Remain calm and do not overreact – the child may stop talking if they feel they are upsetting you
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- Not be afraid of silences – remember how hard this must be for the child
- Under no circumstances ask investigative/open questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this
- At an appropriate time tell the child that in order to help them you must pass the information on – you cannot keep secrets
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day
- Report verbally to the designated person
- Write up your conversation as soon as possible and hand it to the designated safeguarding lead

Safeguarding Policy – Spring 2017

- Maintain an appropriate level of confidentiality
- Seek support if you feel distressed

DON'T

- Judge and/or comment on the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I am hearing'. It may be your way of being supportive but the child may interpret it that they have done something wrong
- Promise you will not tell anyone
- Automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused

Notifying parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the **DSL** will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from the children's social care.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence. Staff should only discuss concerns with the designated person, head teacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Reporting to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- The situation is an emergency and the designated safeguarding lead, their deputies, the head teacher and the chair of governors are all unavailable
- They are convinced that a direct report is the only way to ensure the child's safety

Appendix C – Whistle blowing code

All staff must be aware of their duty to raise concerns about the attitude or actions of a member of staff in line with this code. The school adheres to the local authority whistle blowing policy and procedure that enable staff to raise concerns relating to:

- Crime
- A miscarriage of justice
- Illegality
- Health and safety
- Environmental or property damage
- Unauthorised use of public funds
- Concealing or attempting to cover up any of the above

In appropriate conduct includes, but is not confined to:

- Bullying and humiliation
- Contravening health and safety guidelines
- Serious breaches of the school's code of ethical practice
- Professional practice that falls short of normally accepted standards
- Compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention

Reasons for blowing the whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that children are safe. Your action not only protects children, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistle blowing can also support the member of staff who is subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

You may worry that you have insufficient evidence to raise a concern, that you will set in train an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern might be totally misplaced.

The Public Interest Disclosure Act 1998 protects employees from reprisals for public interest whistle blowing. Your union, a solicitor or the local authority legal services can provide you with information about your legal position.

Confidentiality and anonymity

All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing. You can, if you prefer, raise your concern anonymously. The school would need to decide whether the severity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, are not readily available. The school will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistle blowing.

Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

Reporting procedure

- You may raise your concern verbally or in writing. You should report your concern directly to the head teacher
- A friend, colleague or union representative may accompany you to the meeting if you wish
- Ensure the head or chair informs you of their proposed action and sets a date for a second meeting
- Timescales will depend on the complexity of the initial enquiry but the case should not be allowed to stall and you should receive initial feedback within ten working days. The timescale for subsequent feedback should then be agreed
- Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded
- The whistle blower will be kept informed of the progress of the inquiry.

Process and Outcome

The head teacher or chair will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred. Members of the school community, including governors, may be asked to provide information or advice. It may also be sought from external sources e.g. children's social care. A written record of the conduct, established facts and outcome of the inquiry will be kept.

The outcome of the inquiry will be one of the following:

- No poor practice or wrongdoing is established and the case is closed
- The concern has some substance and the subject of the concern will receive advice and support from the head teacher to improve practice
- Poor practice or wrongdoing is established and disciplinary proceedings are initiated
- The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police

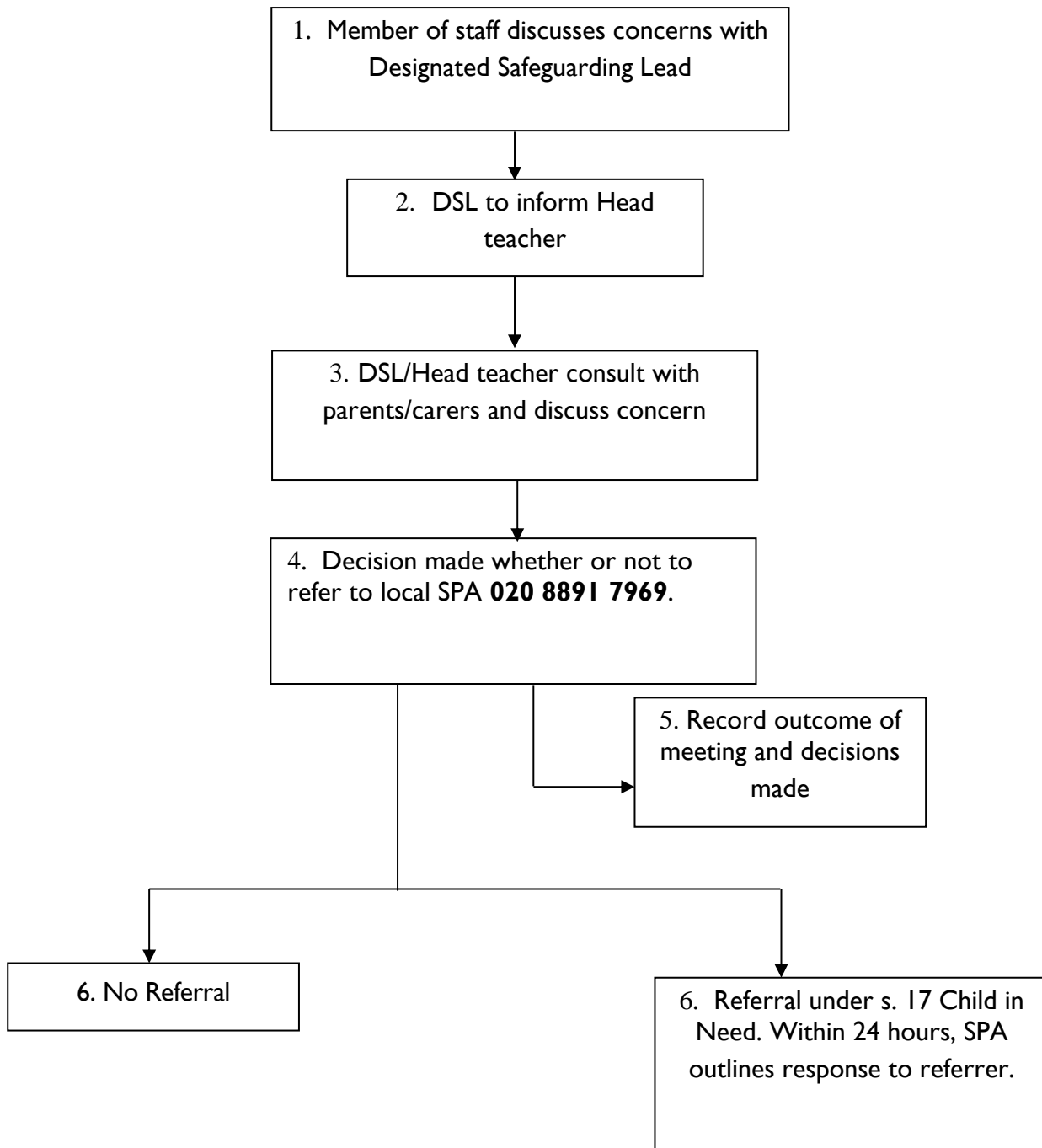
Further action

If you raise a concern and you are dissatisfied with the way it is managed, or the outcome, you may contact the governing body or local authority for advice. Alternatively you can seek advice from your union or professional association, a solicitor, the police, children's social care or Public Concern at Work (PCaW), a registered charity that offers free and confidential legal advice on workplace malpractice.

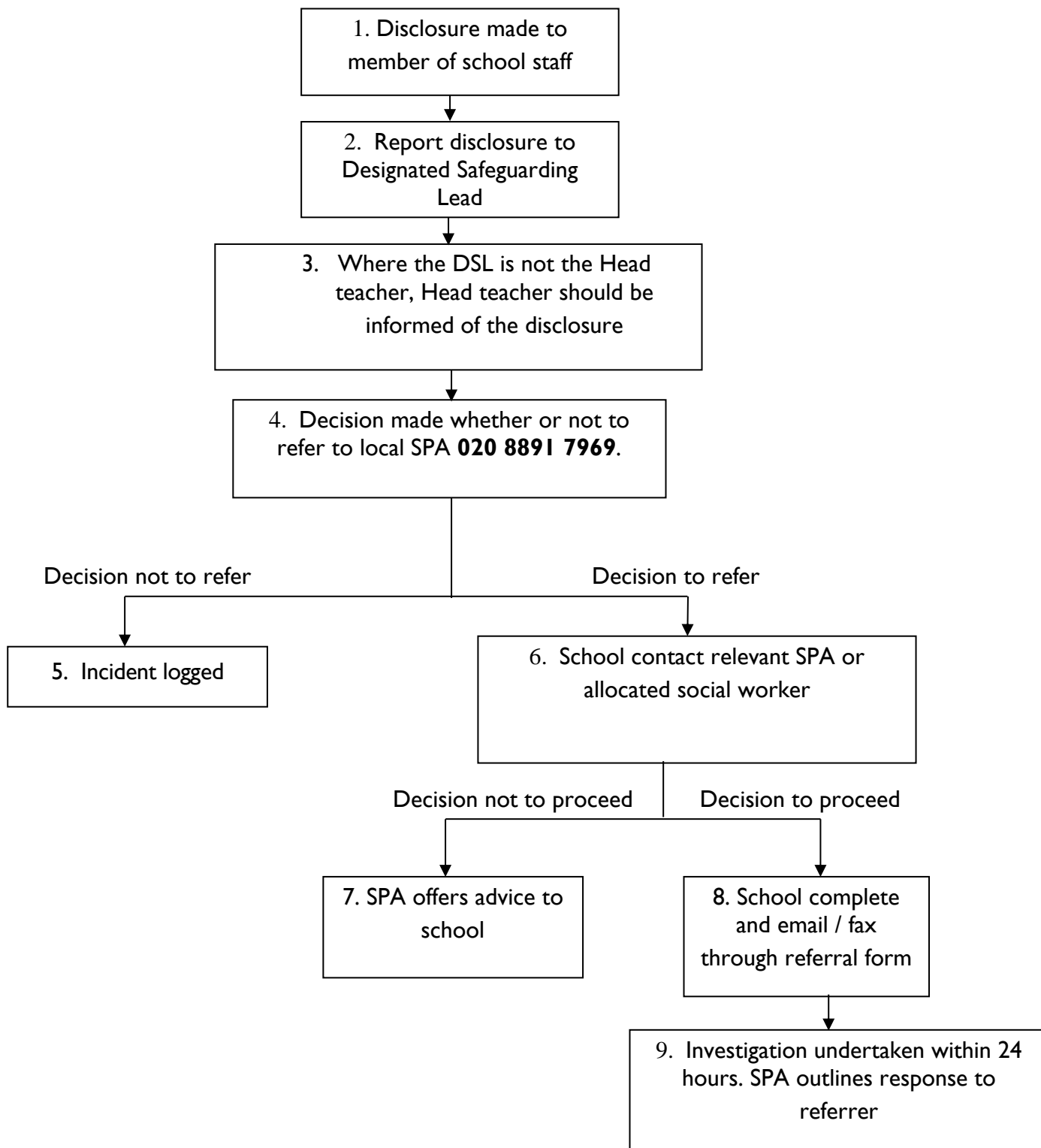
Public Concern at Work
Suite 301, 16 Baldwins Gardens, London, EC1N 7RJ
020 7404 6609
whistle@pcaw.co.uk

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285.

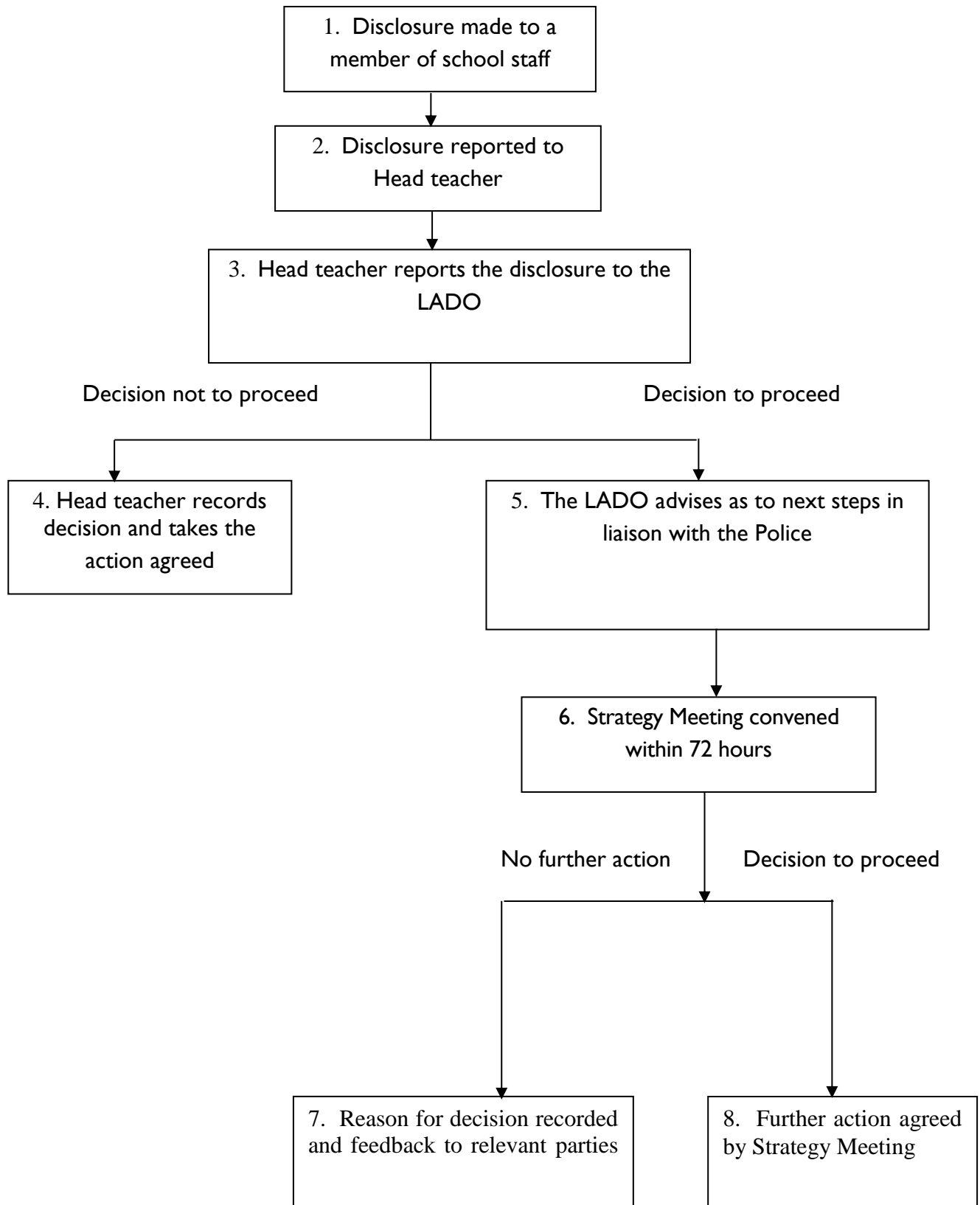
Appendix D: When there are serious concerns about a child’s welfare but no specific evidence of abuse



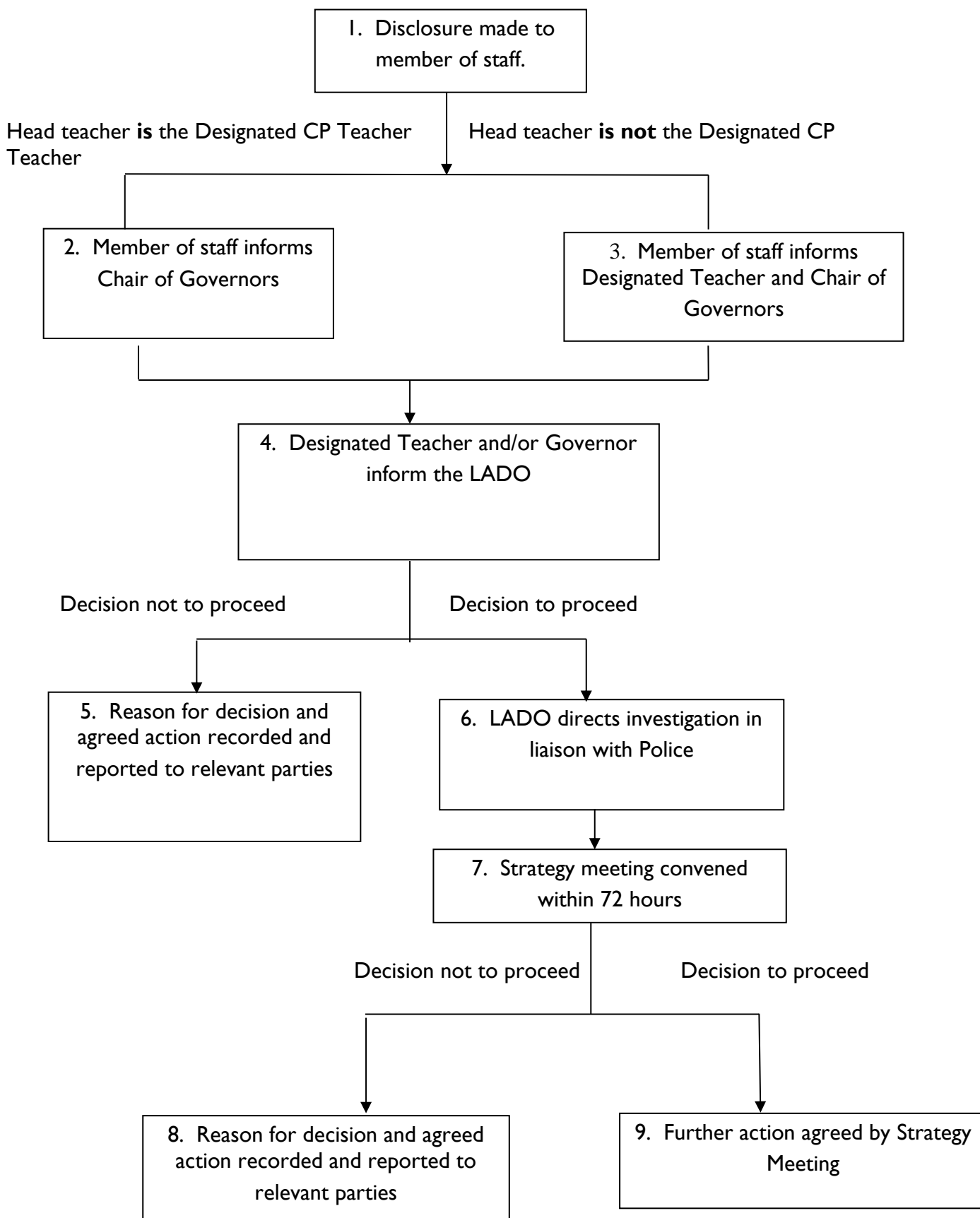
Appendix E: Action to be taken when child discloses, or a member of school staff suspects, that abuse has occurred outside of school



Appendix F: Allegation of abuse by a member of school staff or volunteer (teaching or non-teaching)



Appendix G: Referral procedure for when a child discloses to a member of school staff an allegation of abuse by a Head teacher.



Appendix H: Types of Abuse and Neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, 12 clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

