

Thomas Jones Primary School

Safeguarding and Child Protection Policy

This policy was adopted by the Governing Body of Thomas Jones School on 28th November 2016. It will be reviewed annually by the Governing Body.

This policy is distributed to all new staff as part of the induction process and is redistributed to all staff on an annual basis.

Designated Governor for Safeguarding and Child Protection:	Simon Blanchflower
Designated Staff Member for Safeguarding and Child Protection:	Lindsay Johnson
Deputy Designated Staff Member for Safeguarding and Child Protection:	Harriet Bingley

1. Introduction

In line with the Government's vision for all services for children and young people, the Governors and all staff at Thomas Jones recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, the Governors and staff at Thomas Jones will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant members of Governing Body attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

2. Policy Aims

- To raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse
- To ensure pupils and parents are aware that the school takes child protection seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- To promote effective liaison with other agencies in order to work together for the protection and welfare of all pupils
- To support pupils' development in ways which will foster security, confidence and independence

- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages
- To make appropriate links and reference to policies in related areas such as discipline and bullying

3. Legislative framework

- Department for Education Statutory Guidance “Keeping Children Safe In Education” September 2016
- Children Act 1989 and 2004
- Working Together to Safeguard Children 2013
- London Child Protection Procedures 2013
- United Nations Convention on the Rights of the Child

4. Guiding Principles for Intervention to Protect Children

The school will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff.

- All children have a right to be kept safe and protected from abuse
- Child abuse can occur in all cultures, religions and social classes
- Staff must be sensitive to the family’s cultural and social background
- Children must have the opportunity to express their views and be heard
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know
- All staff should have access to appropriate and regular training
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding

5. Responsibilities of Head/Designated Staff Member

The Governing Body will ensure that the school has identified a Designated Staff Member for safeguarding and child protection and that the Head Teacher and Designated Staff Member, together with the Deputy Designated Staff Member, undertake the following responsibilities:

- To ensure all staff are familiar with school and Local Authority procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff
- To ensure all staff receive training in the above, including staff who are temporary or start mid year
- To be responsible for co-ordinating action and liaising with school staff and support services over safeguarding and child protection issues
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child’s

social worker is informed if such children are subject of an exclusion from the school

- To ensure the school is represented at child protection case conferences and that written reports are provided as required
- To follow as appropriate recommendations made by the Local Safeguarding Children Board (LSCB)
- To be aware of new legislation, guidance, policy and procedures in the area of safeguarding and child protection
- To support and advise staff on child protection issues generally
- To disseminate relevant information between agencies to the appropriate staff e.g. relevant teachers, tutors , learning mentors
- To maintain accurate and secure child protection records and send on to new schools (where relevant)

6. Responsibilities of Whole School Staff

- a) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well being of the pupils in their school. In doing so they should seek advice and support as necessary from the Designated Staff Member and other senior staff members.
- b) Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- c) We have high expectations of all staff members' behaviour towards all children and any incident that falls below our expected standards will be dealt with appropriately.
- d) All school staff are expected to:
 - Be able to identify signs and symptoms of abuse
 - Report concerns (including concerns about other staff/professionals) to the Designated Staff Member or other senior staff members as appropriate
 - Be aware of the relevant local procedures and guidelines
 - Monitor and report as required on the welfare, attendance and progress of all pupils
 - Keep clear, dated, factual and confidential records of child protection concerns
 - Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records)

Further details can be found in the staff handbook appended to this policy.

7. Appointment of Staff

The Governing Body is committed to adhering to the principle of safer recruitment when appointing staff, taking account of the Department of Education Statutory Guidance “Keeping Children Safe in Education” 2013 and will observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that safeguarding and child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed
- That all references will be taken up and verified by telephoning referees;
- That a reference will always be obtained from the last employer
- That at interview candidates will be asked to account for any gaps in their career/employment history
- That candidates will be made aware that all staff are subject to an enhanced DBS check
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary

Further details are included in the staff handbook appended to this policy.

8. Allegations Against Staff

- a. The Governors recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.
- b. The Governing Body further recognise that, regrettably, in some cases such accusations may be true. The Governing Body, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the Headteacher and/or the Designated Staff Member for Safeguarding and Child Protection.

9. Staff Contact with Pupils

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct and should familiarise themselves with the DfE Guidance regarding reasonable force.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

10. Staff Training and Support

- a. The Governing Body recognise the importance of child protection training for the Designated Staff Members and for all other school staff who have

contact with children. The designated Governor for safeguarding and child protection will have specific training in their role, available from the Local Authority.

- b. The Governing Body expect the Head Teacher and Designated Staff Member to ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter in line with best practice.
- c. The Head Teacher is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Designated Staff Member.
- d. The Governing Body recognises its own responsibilities to ensure the school has sufficient resources to effectively deliver its safeguarding responsibilities to the highest standard and to request information as part of the Head Teacher's report regarding the safeguarding practice of the school so any identified gaps are remedied in a timely way.

11. Curriculum

The Governing Body believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives, often met through the PSHE and citizenship curriculum:

- Developing pupil self-esteem
- Developing communication skills
- Informing about all aspects of risk
- Developing strategies for self-protection
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults
- Developing non-abusive behaviour between pupils

12. Children with Special Educational Needs or Disabilities

The Governing Body recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The Designated Staff Member, who is also the Special Educational Needs Co-ordinator will identify pupils with particular communication needs and ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

13. Confidentiality

The Governing Body accepts that child protection raises issues of confidentiality, which should be clearly understood by all staff. Reports to the Governing Body will not identify individual children.

14. Record Keeping and Reports

- a. The Governing Body expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.
- b. The Governing Body further expect school staff to assist the Family and Children's Services Department by providing information to contribute to child protection enquiries and for child protection case conferences as required.

15. Monitoring Pupils on the Child Protection Register

The Governing Body expects the Head Teacher and Designated Staff Member to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

16. Communicating Policy to Parents and Pupils

- a. The Governing Body expect parents and pupils to be informed that the school has a child protection policy and is required to follow the LSCB Guidelines for reporting suspected abuse to the Family and Children's Services Department.
- b. Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns.

17. Monitoring and Evaluating Effectiveness of Policy

The Governing Body will ensure that the school has identified a designated senior member of staff for safeguarding and child protection, and a deputy. The Governing Body will also identify a nominated member of the Governing Body for safeguarding and child protection.

Our Designated Staff Member for safeguarding and child protection will continually monitor our child protection and safeguarding practices and bring to the notice of the Head Teacher and governors any weaknesses or deficiencies. The Governing Body has a duty to remedy any weaknesses that are identified.

At each full Governing body meeting governors will be updated on any current safeguarding matters. In addition, the governors require the Head Teacher to report to them annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year. Names of children will not be shared.

Included in the report will be details of:

- The names of members of staff with designated child protection responsibilities
- Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
- The training that has been undertaken by the designated staff
- The training that has been undertaken by all other staff and volunteers (working with children).
- Details of information and guidance that has been given to staff
- Details of safeguarding and child protection issues included in the curriculum
- Confirmation that all child protection records are stored securely and where appropriate have been transferred to another school
- The number of child protection referrals made to Children's Services
- The number of child protection conferences or meetings attended regarding children (names of children are not shared)
- Numbers of children who are, or have been, subject to a Child Protection Plan

The report will highlight good practice and any gaps/weaknesses and measures to address and improve current policy, procedures and practice where necessary.

The nominated Governor for safeguarding and child protection, in liaison with the designated staff member, will ensure that the school has an effective safeguarding and child protection policy and that clear procedures are in place which are known to all members of staff (including supply staff) and volunteers.

In consultation with the local authority, this policy will be reviewed and updated on an annual basis. A copy will be sent to the LADO (Local Authority Designated Officer).

18. Child Protection in Relation to Other School Policies

This child protection policy should be read in conjunction with other relevant school policies such as the Positive Behaviour Policy, Health and Safety Policy and Single Equality Policy.

Lindsay Johnson
November 2016

Thomas Jones Primary School
Safeguarding and Child Protection
Staff Handbook

This staff handbook should be read in conjunction with the Safeguarding and Child Protection Policy. It is intended to supplement this policy with further detail and to be a practical guide for staff.

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2. SAFEGUARDING CHILDREN: PRINCIPLES OF GOOD PRACTICE

All children deserve the opportunity to achieve their full potential and the purpose of all intervention is to safeguard and promote the welfare of the child. For those staff who engage with students who experience discrimination in their daily lives or who are from cultures different to those of the professionals, assumption and stereotyping must not be part of our practice and every effort must be made to ensure that cultural issues are understood and that each individual case is dealt with on its own merits.

Teachers and those working in school have day – to – day contact with students in their classes and around the school buildings and have knowledge of child development and behavioural norms. This places these professionals in a unique position to identify and help abused children. However teachers do not decide if something is or is not a child protection issue.

All persons who have any contact with students at this school have a full DBS check prior to working at the school.

This School will ensure that it follows the guidance on Safer Recruitment of Staff.

3. KEEPING CHILDREN SAFE

3.1 Child Protection - Responding to concerns about individual children

3.1.1 All children at Thomas Jones must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

3.1.2 All staff must:

- Listen to what the child is saying without interruption and without asking leading questions
- Respect the child's right to privacy but not promise confidentiality
- Reassure the child that he/she has done the right thing in telling
- Explain to the child that in order to keep him/her safe from harm the information that has been shared with must be passed on
- Report what has been disclosed to the Designated Staff Member in the school as soon as possible
- Record, as soon as is practicable, what was said using the child's actual words
- Sign and date the record

3.1.3 The Designated Staff Member for Child Protection will:

- Assess any urgent medical needs of the child
- Consider whether the child has suffered, or is likely to suffer significant harm
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan
- Confirm whether any previous concerns have been raised by staff
- The Designated Staff Member should only inform the parents / carers of the child of any concerns once the Duty Team leader has been consulted and their advice sought
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- Seek advice if unsure that a child protection referral should be made
- If the child discloses sexual abuse or sexual abuse is suspected the child must not be questioned and the parents must not be informed until Social Services and the Police Child Abuse Investigation team has been informed and advice given
- Ensure that information is shared on a 'need to know' basis and is treated in absolute confidence. Staff must not discuss the allegation with the child, family members or colleagues

3.1.4 The Designated Staff Member will either make a referral to the child's local authority children's services duty or referral and assessment team or, if a referral is not considered appropriate at that stage, make full written records of the information that they have received detailing the reasons for the judgement that the matter was not referred to the local authority.

3.1.5 The Designated Staff Member must keep a written record of all contact with other agencies.

3.1.6 All paperwork relating to child abuse must be kept in a locked cabinet. All students who are subject to a Child Protection Plan will have Core Group meetings and Case conferences organised by Social Services. The designated Staff Member or a member

of the Senior Leadership Team will attend these on behalf of the school. Pupils are aware that these meetings take place and that the school will be presenting a report at the meetings. The Designated Staff Member, Class teacher and School Nurse monitors students who are subject to a Child Protection Plan.

- 3.1.7 The Designated Staff Member, class teacher and School Nurse also monitor pupils who are on the Cause for Concern register.

3.2 Child Protection – Recognition and Response to Abuse

3.2.1 Owing to the nature of the day-to-day relationship children at Thomas Jones have with staff, all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person.

3.2.2 All staff must therefore be alert to any possible indicators that a child is suffering harm and report any concerns to the Designated Staff Member for safeguarding and child protection.

3.2.3 All adults working in the school will receive regular Child Protection training in order that their awareness to the possibility of a child suffering remains high.

3.2.4 For definitions of Child Abuse see Appendix 2.

3.4 Safeguarding – Providing a Safe Environment

3.4.1 All parents and carers of pupils attending Thomas Jones must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will do this by:

- Promoting a caring, safe and positive environment within the school
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken
- Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what is acceptable behaviour and what is not.
- Working in partnership with all other services and agencies involved in the safeguarding of children
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our school
- Welcoming visitors in a safe and secure manner
- Undertaking risk assessments when planning out of school activities or trips
- Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

3.5 Safeguarding & Child Protection in Specific Circumstances

3.5.1 Attendance

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

1. We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker within one day
2. We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day
3. We will always report a continued absence about which we have not been notified by the parent or carer to the Education Welfare Service
4. We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day
5. We will always report to the Education Welfare Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

3.5.2 Pupil Behaviour

We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer. All school staff are expected to adhere to the school's expectations regarding professional conduct.

3.5.3 Bullying

We understand that bullying is harmful to children. We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying may take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

3.5.4. E-Safety

We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. We have an e-safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school.

We also recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

3.5.5 Health & Safety

We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

3.6 Working Together with Parents/Carers

3.6.1. Pupil Information

We recognise the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- emergency contact details
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

3.6.2 Confidentiality

Information about pupils given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant information only on a "need to know" basis in order to support the child if that is necessary and appropriate.

We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing.

We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the pupil transfers.

3.6.3. Referrals to partner agencies

If we have a reason to be concerned about the welfare of a child we will always seek to discuss this with the child's parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Family and Children's Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

3.6.4 Sharing our Policy

Our Safeguarding and Child Protection policy is available to all parents and parents of prospective pupils.

4. ADULTS WORKING WITH CHILDREN

4.1 Safer Recruitment

4.1.1 All staff and volunteers working with children in our school will be recruited safely:

Preparation

We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role.

We always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification.

Advertising

We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants.

The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment.

The advertisement will state that the post is subject to an enhanced Disclosure and Barring Service check.

Applications

We will ensure that our application form enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions.

We will scrutinise all completed application forms.

References

We will not accept open references or testimonials.

We will ask for the names of at least two referees.

We will take up references and ask specific questions about the candidate's previous employment or experience of working with children.

We will follow up any vague or ambiguous statements.

We will verify previous employment history.

Appropriate checks are applied to staff and volunteers who come to work at Thomas Jones.

For statutory disclosure checks we will ensure sensitive and confidential use of the applicant's disclosure.

Interviews

We will always conduct a face to face interview even when there is only one candidate.

Our interview panel will always contain at least one member trained in safer recruitment practice.

Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children.

All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work.

Appointments

Our offer of appointment will be conditional on all requested checks having been returned as satisfactory.

We will refer to the Disclosure and Barring Service any person whose checks reveal that they have sought work when barred from working with children.

Induction

We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance.

Continuing Professional Development

We will ensure that all staff receive regular training in Child Protection.

Supervision

We will always supervise staff and act on any concerns that relate to the safeguarding of children.

Allegations

We will always follow our locally agreed procedures for the management of allegations against staff.

Dismissal

We will always refer to the Disclosure and Barring Service any member of staff who is dismissed because of misconduct relating to a child.

5. USEFUL CONTACTS

NSPCC

0808 800 5000 (staff)

Childline

0800 1111 (pupils)

Appendix 1

CHILD PROTECTION – GUIDELINES FOR STAFF

Below is a set of guidelines that staff should take on board when dealing with individual/small groups of students. It is important to be mindful at all times of your behaviour in relationship to individual/small groups of students and of the potential risk of an allegation. Staff should take necessary precautions in order to minimise the opportunity for an allegation to be made against them.

- Whenever possible try not to be alone in a room with a pupil, regardless of gender. If you are on your own with a pupil, leave the door open and inform a colleague if possible. Always keep an appropriate distance between you and the pupil.
- Do not engage in conversations about your personal life with pupils.
- Keep boundaries very clear between you and pupils, particularly if the conversation involves relationships, emotions, and sexual content.
- Do not exchange mobile phone numbers with students. Do not have your mobile phone out when dealing with an individual pupil. Do not take or share any photographs of children.
- Do not accept students as ‘friends’ on face book or my space.
- If a pupil wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not probe a pupil about their personal life unless they approach you.
- Do not teach small groups of pupils/ individuals outside of normal lessons unless there is another member of staff in the school at that time.
- Be mindful of pupils forming particular attachments to you or if they appear particularly needy of your attention. Ensure that the staff team for Safeguarding and Child Protection are kept informed.

Designated Governor for Safeguarding and Child Protection:	Simon Blanchflower
Designated Staff Member for Safeguarding and Child Protection:	Lindsay Johnson
Deputy Designated Staff Member for Safeguarding and Child Protection:	Harriet Bingley

Appendix 2

DEFINITIONS OF CHILD ABUSE

Criteria for Registration and Categories Abuse

All children have certain basic needs, which include:

- Physical care and protection
- Affection and approval
- Stimulation and approval
- Discipline and control that is consistent and appropriate to age
- The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age appropriate.

Individual cases must always be treated on their own merits however in general terms the following definition should provide the bases for action under these guidelines: -

“A child is considered to be in need of protection when the basic needs of that child are not being met through avoidable acts of either commission or omission”.

Before a child is placed on a Child Protection Plan a conference must decide that there is, or is a likelihood of significant harm leading to the need for a child protection plan.

The following are used for the plan. They are intended to provide definitions as a guide; in some instances more than one category of registration may be appropriate.

Neglect: The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out an important aspect of care, resulting in the significant impairment of the child’s health or development, including non-organic failure to thrive.

Physical Abuse: Physical injury to a child including, deliberately poisoning, where there is definite knowledge, or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Sexual Abuse: The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend and to which they are unable to give informed consent, or that violate the social taboos of family roles.

Emotional Abuse: Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All forms of abuse involve some emotional ill treatment.

This category should be used only where it is the sole form of abuse.

Though not an accepted category of abuse in its own right, the vulnerability of children to being seduced by extreme ideological positions is something we take very seriously. Appendix 3 contains an explanation of the threat of young people being drawn into terrorism, including the statutory ‘Prevent Duty’ which applies to those working in schools and colleges.

NEGLECT

Severe neglect is associated with major retardation of cognitive functioning as well as growth. It is recognised through a typical pattern of poor growth, poor hygiene, withdrawal and in extreme cases a pseudo-autistic state, all of which can rapidly reverse in alternative care.

Although neglect has one of the most pervasive effects on development and is one of the most frequent forms of abuse, it is an area, which is frequently neglected by professionals. Like parents, professionals can feel overwhelmed and hopeless by large families living in squalid conditions.

Signs to look out for:

- dirty unkempt appearance of child, in overall poor condition
- thin wispy hair. Underweight child, diarrhoea may indicate poor nutrition
- an undernourished child may be unduly solemn or unresponsive, or may be overeager to obtain food
- an under-stimulated child may not reach expected milestones
- behaviour and developmental difficulties that cannot be explained by clinical factors

Associated factors

Neglected children frequently come from homes where there is:

- a parent who is lonely, isolated, unsupported or depressed
- poor inter-parental relationship / domestic violence
- a parent who is abusing drugs or alcohol
- a large number of children living in cramped or very poor conditions

Action to be taken

If a teacher has concerns about the well being of a child in his / her class, a discussion should take place with the *designated staff member*, records should be kept, and when appropriate Social Services staff are informed by the *designated staff member*.

PHYSICAL ABUSE (Non-Accidental Injury)

Location of injury

It should not be assumed that an injury to a part of the body normally vulnerable to accidental injury has necessarily been caused accidentally – it could be non-accidental. All injuries to children, which do not easily come into the category of normal bumps and scrapes, should be seen by a doctor.

Certain parts of the body are more commonly subjected to non-accidental injury. These include the upper arm, where a child may be gripped or shaken, the back, and the buttocks. Multiple injuries of various types, ages and location are common features of physical abuse.

Most non-accidental injuries leave marks on the body. PE teachers and swimming instructors are therefore key people in the identification of this form of abuse, as they regularly see the children partially dressed.

Signs to look out for:

- children who show a reluctance to undress or to expose parts of their bodies should be monitored as children who may have suffered physical injury
- unexplained absences
- physical signs of injury
- unexplained or confused accounts of how an injury occurred
- explanation of an injury which appears to be inappropriate to the nature and age of the injury.

Common Medical / Physical Findings Associated with Physical Abuse

a) Bruising

- facial bruising around the mouth and ears
- groups of small bruises
- black eyes without a forehead injury, particularly if both eyes are affected
- weal marks or outline of bruising (e.g. hand mark)
- bruising of soft tissue with no obvious explanation (most bruises occur on bony protuberances such as the temple or shin)
- bruises on the back, back of legs, stomach, chest or neck
- bruises or cuts to mouth or tongue (e.g. split frenulum)
- pinch marks are found in pairs and may be seen on the back, buttocks, arms or cheeks

b) Bites

- bites leave clear impressions of teeth and some bruising
- parents sometimes claim that bites have been made by other children or animals. It is therefore important to check the size and shape of the injury. If the impression is more than 3cms across it will have been caused by an adult or adolescent
- bites can be inflicted almost anywhere on the body
- bites are never accidental

c) Burns and Scalds

- children will sometimes suffer minor burns through hot irons etc., but it is uncommon for multiple burns to be caused accidentally
- a cigarette burn is characteristically round, but may have a tail when dragged against the skin, and is surrounded by an area of inflamed skin
- cigarette burns can be found in groups and can be found on any part of the body
- scalds from boiling water may result from lack of supervision, or non-accidentally
- a child is very unlikely to sit down willingly in very hot water; therefore he cannot scald a bottom accidentally without also scalding the feet
- burns and / or scalds are particularly worrying as a degree of sadism may be involved when such injuries are inflicted

Associated Factors

- injuries not consistent with explanation given by parent (even if agreed by the child)
- circumstances where parent delays seeking medical advice
- a history of repeated injuries or presentation to the Accident & Emergency Department
- consent for a medical refused by parent
- desire of a parent to attribute blame elsewhere

- distant or mechanical handling of the child by the parent

Action to be taken

If a teacher has concerns that a pupil in her / his class may be suffering from physical abuse, *the designated staff member* should be informed, and detailed records kept (including dates of injuries noted). The designated *staff member* will decide if concerns should be shared with parents, and when appropriate, Social Services staff and a designated doctor should be informed.

SEXUAL ABUSE

The traumatic effects of child sexual abuse can be far-reaching and enduring, impacting on a child's cognitive, behavioural and social development. The earlier the abuse occurs, the more adversely subsequent stages of development may be affected. The longer the abuse continues, the more extensive it is e.g. involving penetrative abuse, the greater the number of developmental stages that abuse continues through, the more disturbed the child is likely to be. Children who have suffered chronic long-term sexual abuse tend to have very negative feelings about themselves and all aspects of their relationships.

What is sexual abuse?

Sexual abuse can be one or more of the following:

- rape – genital and / or oral intercourse
- digital penetration or penetration with an object
- mutual masturbation
- inappropriate fondling
- taking pornographic photographs or exposing the child to pornographic materials
- forcing the child to observe others involved in sexual activities
- sadomasochistic activities

Both boys and girls can suffer from sexual abuse. Both men and women can be perpetrators – boys and girls who disclose sexual abuse from a female perpetrator are often met with disbelief. It is therefore important to listen to what a child says without being judgemental. Abusers can be parents, friends, teachers, child-care workers, clergymen or strangers. Warning children about *Stranger Danger* should only form part of the child protection programme.

Signs to look out for:

- a child who demonstrates inappropriate sexual interest and activity, through play or drawings
- sexualised behaviour, masturbation and sex play which often leaves the peer group confused or embarrassed
- a child having excessive preoccupation with, or precocious knowledge of adult sexual behaviours
- a child who shows a marked fear of adults, usually men, but occasionally men and women
- a child who presents as depressed and where there may be instances of drug or alcohol abuse, suicide attempts or running away
- a child who suddenly starts to wet or soil
- a child who takes over the role of wife / mother within the family

- a child whose concentration and academic performance suddenly deteriorates
- a child who avoids medical examination or is reluctant to change for PE
- a child who has low self-esteem and few friends
- aggressive behaviour from a normally quiet child, or withdrawn behaviour from a normally boisterous child
- frequent unexplained absences or lateness
- a child who talks of nightmares and being unable to sleep; a child who may be excessively tired
- fire raising
- pregnancy in young teenagers where the identity of the father is vague or unknown
- recurrent urinary tract infections
- signs of sexually transmitted infections and overall dishevelled appearance

Action to be taken

If any teacher has concerns that a child in her / his class may be suffering from sexual abuse in any form, they must discuss this with the *designated staff member*, who should then discuss it with Social Services personnel. Parents should not be informed at the early stage of what action has been taken, as this may serve to quieten the child, putting her / him at even greater risk. Detailed records should be kept, including dates and circumstances surrounding discussions.

EMOTIONAL ABUSE

Emotional or psychological abuse can be defined as the destruction of the child's competence to be able to function in a social situation. The child may be denied appropriate contact with peers within or outside of school, and be forced to take on a particular role in relation to parents, which is detrimental to the child's ability to function appropriately in social contexts. This type of abuse is very difficult to identify as there are no physical signs – symptoms are usually apparent via a child's behaviour and demeanour.

It is important to note that the emotional / psychological abuse is present in all other forms of abuse, but this category is only used when it is the sole form of abuse.

Signs to look out for:

- a child may be inducted into a parental care-taking role and not be encouraged to be involved with appropriate play
- a child may be used as a parent's confidant to a degree that is harmful to the child's psychological development
- a child may be ignored, rejected or denigrated by a parent
- a child may be terrorised by a parent or others so that she / he is overly fearful and watchful
- a parent who is unable to be responsive to a child's emotional needs, who may be emotionally distant and / or excessively negative and hostile
- a child (usually of a mentally ill or disturbed parent) who is inducted into a parent's delusionary state or paranoid beliefs
- a child who is cripplingly over-protected and not given freedom to act at an age appropriate level
- a parent who provides only conditional love with threats of withdrawal of love

Behavioural definitions are very difficult to quantify because a) most children experience some of these acts from time to time, and b) because the impact of a single or seldom

occurring act of abuse will not have severe and harmful effects. The harm of emotional maltreatment results from the cumulative effects of repeated acts of psychological abuse.

Associated Factors

Children who suffer from emotional abuse frequently come from homes where there is:

- a mentally ill or disturbed parent
- drug or alcohol abuse
- a parent who is socially isolated, unsupported or depressed, or conversely, a parent who has a very active social life with very little time or energy to give to child care
- a parent who has poor social skills, who may have learning difficulties and lack of knowledge about children's age appropriate needs
- a parent who has suffered severe abuse within her / his own childhood
- a household where there is 'adult on adult' domestic violence

Many parents who emotionally abuse their children are unaware that what they are doing is harmful. Because of their own life experiences they may have a distorted view of parenting and their role as a mother / father.

Action to be taken

If a teacher is concerned that a pupil in her / his class is being emotionally maltreated, it should be reported to the *designated staff member*, detailed records should be kept, and when appropriate, Social Services staff informed by the *designated staff member*.

APPENDIX 3

Ideological harm: radicalisation, extremism and the 'Prevent Duty'

Though not an accepted category of abuse in its own right, the vulnerability of children to being seduced by extreme ideological positions is something we take very seriously. Recent government legislation means that it is helpful to include here a summary of the new 'Prevent Duty' for those working in education.

Radicalisation refers to the process by which a person comes to support terrorism or forms of extremism. Consistent with the requirement to promote *fundamental British values*, all staff have a statutory duty to have due regard to the need to prevent children from being drawn into terrorism. In interpreting what is meant by 'due regard', we take guidance from the government's *Prevent* strategy, including the *Channel* programme, which aims to ensure that vulnerable children of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism. Success of this programme depends on effective communication and co-operation between staff, individuals, their families and (where appropriate) the Local Authority and other agencies.

Without undermining values such as freedom of speech, mutual respect and tolerance, all staff must respond to the ideological challenge of extremist views. 'Extremism' is defined as vocal or active opposition to *fundamental British values*, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs. The definition specifically includes calls for the death of members of our armed forces, whether in this country or overseas. It also includes the notion of *non-violent* extremism, which can create an atmosphere conducive to terrorism, and can popularise views which terrorists exploit. Extremism can take many forms whether ideological, political or religious. It can manifest itself explicitly and aggressively, for example through inciting hatred or a call to arms, or through more subtle and sophisticated channels of propaganda, including social media. These channels exploit aspirational images of success, status and belonging, and personal and moral duty which can capture the imagination of young minds.

Our classrooms are safe spaces where children can understand and discuss a wide range of sensitive topics, including extremism. In the process of promoting critical thinking, and in learning how to challenge terrorist ideologies, we recognise that staff may occasionally find themselves faced with a paradox. In an educational and developmental context, it is natural for children to want to explore and question different views and beliefs, some of which may, if only hypothetically or temporarily, challenge *fundamental British values*. Staff must exercise careful professional judgment in such cases, and above all, whether inside or outside the classroom, they must be particularly alert to risk-indicators of vulnerable children and, if appropriate, must seek further guidance. This is a complex and sensitive area, and over-simplified assessments can increase, rather than reduce risk.

There are five dimensions to the actions we take in response to the Prevent Duty:

- Risk assessment
- Working in partnership with local authorities
- Awareness raising amongst staff.
- Protection from terrorist and extremist material when accessing the internet in school/college

- Building resilience to radicalisation through the curriculum, e.g. through citizenship and religious education, and considerations for pupils' spiritual, moral, social and cultural (SMSC) development. These aspects are addressed through our PSHEE policy.

Specific tasks for the DSL relating to the Prevent Duty

The DSL should establish appropriate and proportionate measures to raise awareness of the Prevent Duty amongst staff and to achieve the following:

- assess the risk of children being drawn into terrorism. Document the risk assessment and any subsequent action plan. Examples of a *Prevent Self-Assessment Template*, and *Prevent Duty Action Plan*, are available here:
<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/safeguarding/Educationaltoolkit.pdf>
- ensure that safeguarding arrangements take into account the *Prevent* policies and procedures of the Local Safeguarding Children Board (LSCB)
- ensure that staff have training that gives them the knowledge and confidence to identify¹⁹ children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism. As a minimum, the DSL should attend WRAP (Workshop Raising Awareness of *Prevent*) training where available, and be aware of the process for referring individual cases of vulnerability to the *Channel* programme, as opposed to local Children's Services in the normal way
- ensure that there is appropriate supervision of visiting speakers to the school/college to prevent presentations (including the distribution of materials) which are not contrary to fundamental British values
- the incorporation of any necessary syllabus amendments (e.g. in citizenship, history, politics, religious education)
- protection for children from terrorist or extremist material when accessing the internet

More guidance on the Channel programme is available here:

<https://www.gov.uk/government/publications/channel-guidance>

Guidance for schools on how terrorist groups such as ISIL use social media to encourage travel to Syria and Iraq is available here: <https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

For details of measures to minimise the risk of internet exposure to harmful material, refer to the ICT usage/Social Media policy.

Appendix 4

Risk indicators of being drawn into terrorism

NB references below are to 'child' which includes young people up to the age of 18.

Vulnerability

- Identity Crisis - Distance from cultural/religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?
- Experiences, Behaviours and Influences
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child come into conflict with family over religious beliefs/lifestyle/ dress choices?

- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the perpetrator/ victim of racial or religious hate crime?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child employed any methods to disguise their true identity? Has the child used documents or cover to support this?

Social Factors

- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child experience a lack of meaningful employment appropriate to their skills?
- Does the child display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child demonstrate identity conflict and confusion normally associated with youth development?
- Does the child have any learning difficulties/ mental health support needs?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child have a history of crime, including episodes in prison?
- Is the child a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child's life has extremist view or sympathies?

More critical risk factors could include:-

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

Appendix 5

Hyperlinks to further information on specific safeguarding topics

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 and colleges can be found on the TES website and the NSPCC website.

Schools and colleges can also access broad government guidance on the issues listed below via the embedded links to the GOV.UK website:

- child missing from education

<https://www.gov.uk/government/publications/school-attendance>

- child missing from home or care

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

- child sexual exploitation (CSE)

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

- bullying including cyberbullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- domestic violence

<https://www.gov.uk/domestic-violence-and-abuse>

- drugs

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

- fabricated or induced illness

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

- faith abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

- female genital mutilation (FGM)

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

- forced marriage

<https://www.gov.uk/forced-marriage>

- gangs and youth violence
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf
- gender-based violence/violence against women and girls (VAWG)
<https://www.gov.uk/government/policies/violence-against-women-and-girls>
- mental health
<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>
- private fostering
<https://www.gov.uk/government/publications/children-act-1989-private-fostering>
- preventing radicalisation
<https://www.gov.uk/government/publications/channel-guidance>
- sexting
<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>
- teenage relationship abuse
<https://www.gov.uk/government/collections/this-is-abuse-campaign>
- trafficking
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>