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# SAINT NICHOLAS SCHOOL

## SAFEGUARDING & CHILD PROTECTION POLICY

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*Note: This policy applies to all sections of the school including EYFS - This policy is available to parents on the school website.*

Reviewed January 2017

Review Date September 2017

**This is a whole school policy including Early Years Foundation Stage (EYFS). It is written with due regard to the following:**

- **Keeping Children Safe in Education (KCSIE) – September 2016**
- **Working Together to Safeguard Children 2015 – March 2015**
- **Independent School Standards Regulations (ISSRs) – January 2015**
- **Prevent Duty Guidance for England & Wales – July 2015**
- **Essex Safeguarding Children Board**

**This policy and the procedures for safeguarding/child protection are reviewed annually by the Board of Governors and signed off by the Chair. The Board have a nominated Governor with particular responsibility for safeguarding, Mrs Lisa Saggars.**

**Please read this policy in conjunction with other relevant school policies including: Anti-bullying; Behaviour; Staff Code of Conduct & Whistle Blowing.**

### 1. INTRODUCTION

#### 1.1 Purpose of document

Saint Nicholas School has a statutory as well as a moral duty to safeguard and promote the welfare of all children receiving education and training at the School. Section 175 of the Education Act 2002 places responsibility on the Governing Body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

Saint Nicholas School is committed to safeguarding and promoting the welfare of all our pupils and expects all staff and volunteers to share in this commitment. Staff must maintain an attitude of 'it could happen here' as far as safeguarding is concerned and staff members should always act in the interest of the child. The school recognises duties both to children in need and children at risk. All adults working with or on behalf of children have a responsibility to protect them. **It is important to recognise that safeguarding is everyone's responsibility and that although referrals are usually managed by the DSL and Deputy DSL, anyone can refer a child to children's social care.**

All pupils have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe at school and everyone employed or engaged by Saint Nicholas School has a responsibility in relation to child protection. All staff must read at least part one of the Keeping Children Safe in Education September 2016 statutory guidance and read and conform to the School's Staff Code of Conduct. Staff receive annual Safeguarding training and updates throughout the school year. Members of staff joining at times other than at the beginning of the school year will receive Safeguarding training as part of their induction.

## 1.2 The Aims of the Safeguarding/Child Protection Policy

This policy aims to outline the role of the school, the procedures that staff should take and aims to provide guidance on issues related to safeguarding and child protection generally. It is not exhaustive. All staff should use as a rule of thumb the needs and safety of the child as being at the centre of any decision they make. This policy:

- Raises awareness of individual responsibilities in identifying and reporting possible cases of abuse
- Provides a systematic means of monitoring, recording and reporting concerns and cases
- Provides guidance on recognising and dealing with suspected child abuse
- Provides a framework for inter-agency communication and effective liaison in accordance with locally agreed inter-agency procedure.
- Identifies strategies and interventions available to support children at risk and children in need.
- Ensures that any deficiencies or weaknesses in child protection arrangements are remedied without delay.
- Ensures that safe recruitment procedures are operated.

The Governing Body recognises that some adults are also vulnerable to abuse, accordingly, the procedures may be applied (with appropriate adaptations) to allegations of abuse, and the protection, of young or vulnerable adults. The terms 'child' and 'children' in this document encompass also 'young and vulnerable adults' (this includes everyone under the age of 18).

## 2. KEY INFORMATION

### 2.1 Key school staff

Role	Person	Other key roles in school	Contact details
Designated Safeguarding Lead	Ms Helen Hopkins	Deputy Head Member of SLT	<a href="mailto:deputy_head@saintnicholasschool.net">deputy_head@saintnicholasschool.net</a> 01279 429910
Deputy Designated Safeguarding Lead	Mrs Shona Johnson	History teacher for Y6 - 11	<a href="mailto:s.johnson@saintnicholassschool.net">s.johnson@saintnicholassschool.net</a> 01279 429910
Headmaster	Mr David Bown		<a href="mailto:thehead@saintnicholassschool.net">thehead@saintnicholassschool.net</a> 01279 429910
Chair of Governors	Mr Robert Ellice		<a href="mailto:r.ellice@saintnicholassschool.net">r.ellice@saintnicholassschool.net</a>
Governor with responsibility for Safeguarding	Mrs Lisa Saggars		<a href="mailto:l.saggars@saintnicholassschool.net">l.saggars@saintnicholassschool.net</a>

### 2.2 Key local contacts

Our Local Safeguarding Children Board (LSCB) is **Essex Safeguarding Children Board (ESCB)**

Essex Safeguarding Children Board address	Room C228, County Hall, Chelmsford CM1 1QH
General Enquiries	0333 013 8936 <a href="mailto:escb@essex.gov.uk">escb@essex.gov.uk</a>
Family Operations Hub- Advice and Safeguarding Referrals	0345 603 7627 <a href="mailto:FOH@essex.gcsx.gov.uk">FOH@essex.gcsx.gov.uk</a>
Where schools have urgent and immediate concerns for the safety and welfare of a child or young person during or out of office hours.	0345 606 1212 <a href="mailto:Emergency.DutyTeamOutOfHours@essex.gov.uk">Emergency.DutyTeamOutOfHours@essex.gov.uk</a>
Local Authority Designated Officer-LADO (allegations against staff)	03330 139797

## 2.3 Key national contacts

NSPCC Helpline	0808 800 5000 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
NSPCC Whistleblowing Helpline	0800 028 0285
Child Line	0800 1111
Emergency Police Contact	999
Non-emergency Police Contact	101
<b>Prevent Strategy Contacts:</b> DfE non-emergency advice for staff and governors	02073407264 <a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a>

## 2.4 Roles and responsibilities

If the school has concerns about children's safety or welfare, we will notify agencies with statutory responsibilities without delay. This means, the Essex Safeguarding Board and where appropriate the police.

### Designated Safeguarding Lead(s)

The DSL is a member of the Senior Leadership Team (SLT) and is supported by the Deputy DSL. The school's designated person is Helen Hopkins, Deputy Head. In her absence or when a conflict of interest arises, Ms Shona Johnson, the Deputy Head, becomes the designated person. Both the DSL and the Deputy DSL are fully trained. All Designated School Leads within the school will undertake Initial training or refresher training every year.

The designated person is required to:

- Co-ordinate action within the school and liaise with social care and other external agencies over cases of abuse and suspected abuse.
- Act as a source of advice within the school
- Ensure that staff are familiar with the school policy and procedure
- Make and follow up child protection referrals, recording and reporting accordingly
- Liaise with agencies about individual cases
- Organise training on child protection within school
- Ensure that appropriate strategies for recording and reporting incidents are observed within school
- Provide appropriate feedback to members of staff as and when necessary.
- Follow-up any referral using the critical incident sheet as a basis for consideration before action
- Make additional records of discussions and any investigation that takes place
- Make a decision whether to continue to monitor the situation or take the referral further. This decision should be communicated to the individual making the initial report. **It should be noted that while the responsibility for making decisions about referrals generally rests with the designated person anyone in the school can make a referral.**
- To complete and send a referral form to social care, if appropriate, within 24 hours of a child being referred to them. If at any point, there is a risk of immediate serious harm to a child a referral should be made immediately.
- Ensure all records are kept securely and separately from the main pupil file with access restricted to the designated person, their approved deputies and the Safeguarding Governor.
- Ensure that a report is sent to the Disclosure and Barring Service (DBS) within one month of any individual leaving the school, whether employed, under a service contract, a volunteer or student, whose services are no longer used because he or she is considered unsuitable to work with children. Saint Nicholas School recognises the duty to consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed if he or she had not resigned) and a prohibition order may be appropriate. (Further guidance is available on the NCTL website).

- Without delay, amend procedures to address any identified deficiencies or weaknesses or changes to the Regulations and to refer them to the Governing body for approval.

Within the EYFS setting, Helen Hopkins, will be the lead designated person for safeguarding and in her absence, Ms Shona Johnson will take on this role.

## **2.5 The Governing Body**

The Governing Body of Saint Nicholas School is committed to ensuring that the School:

- Undertakes annual reviews of all policies and procedures that apply to safeguarding and child protection.
- Reviews the efficiency with which the related duties have been discharged.
- Receives and discusses updates provided by the designated person as part of the Head's report.
- Identifies children and young or vulnerable people who are suffering, or at risk of suffering, significant harm, and
- Takes appropriate action to help ensure that such children (and young or vulnerable adults under the age of 18) are kept safe, both at home and at the School.
- Raises awareness of issues relating to the welfare of children and the promotion of a safe environment for the children and young or vulnerable people learning within the School
- Aides the identification of children and young or vulnerable people at risk of significant harm, and providing procedures for reporting concerns
- Establishes procedures for reporting and dealing with allegations of abuse against members of staff
- Follows safer recruitment practices of staff.

## **2.6 Designated Governor**

The designated Governor is responsible for liaising with the Head and the Designated Safeguarding Lead (DSL - see below), including ensuring that:

- The designated Governor will meet at least termly with the DSL.
- the School has procedures and policies which are consistent
- the Governing Body considers the effectiveness of the School policies for Safeguarding, Safer Recruitment and the Staff Code of Conduct
- the Governing Body and the DSL will review and update policies annually and ensure these are available in the public domain.

To assist in these duties, the designated Governor responsible for Safeguarding, (Lisa Saggors) will receive appropriate training.

## **2.5 Staff and Volunteers**

All school staff and volunteers should:

- Be alert to the signs of abuse as detailed in this policy
- Report any concerns immediately, where possible to the designated person
- Consult with the designated person if in any doubt as to how to proceed
- Follow the advice given in this policy in relation to how to handle disclosures
- Ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, or engaging in inappropriate electronic communication with a pupil)
- Receive training in child protection (updated every year) in accordance with the requirements of the Essex LSCB.
- Receive training about the risks of radicalisation and how to identify children at risk of radicalisation.

In addition, newly appointed staff, temporary staff and volunteers receive induction training which includes this policy, the Staff code of conduct, the identity of the DSL and of the other designated persons and how to contact them. They also receive and read a copy of Part 1 of KCSIE and the Whistleblowing Policy.

## 2.6 Parents

In day-to-day contact with children at risk and children in need members of staff have an opportunity to note concerns and to meet with parents and other associated adults. The School aims to establish a positive approach to working with parents. Parents' and Pupil's needs for privacy are to be respected whilst at the same time giving priority to the needs of the pupils and ensuring that any action is taken in the best interest of the child. This may require effective liaison with external agencies.

It should be recognised that families from different backgrounds and cultures may have different ways of bringing up their children. These differences should be acknowledged and respected providing these differences do not place the child at risk of harm or abuse as defined within this policy.

Wherever appropriate, school staff should work together and share information with parents and permission for liaison and information sharing with external agencies should always be sought except when such action may place the child at risk. Where such cases arise, the designated person will seek advice from social care or will make a child protection referral.

A copy of this policy is made available to parents of pupils via the School website. It is also available to parents of prospective pupils on request.

## 3. CHILD PROTECTION- GUIDANCE ON RECOGNISING ABUSE?

Because of their day to day contact with individual children during school time, teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop.

Child abuse occurs when an adult harms a child or young person under the age of 18, either through action or inaction (intentional or unintentional).

Recognising child abuse is not easy, and it is not the responsibility of school staff to decide whether child abuse has taken place or if a child is at significant risk. School staff do, however, have a responsibility to act if any concerns arise about a child's welfare or safety. The health, safety and protection of a child are paramount.

Four main types of abuse are recognised, all of which can cause long term damage to a child or young person: emotional, physical, sexual, and neglect. It is always wrong and never the young person's fault.

**3.1 Physical abuse:** may involve hitting, shaking, throwing, poisoning, burning (including cigarette burns) 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.

Signs of Physical abuse may include the following:

- Bruising in children who are not independently mobile.
- Bruises away from bony prominences, bruises to face, back, stomach, arms, buttocks, ears and hands. Multiple bruises in clusters or multiples, bruises of uniform shape. Bruises that carry the imprint of an implement used, hand marks or fingertips.
- Bite marks.
- Cigarette type burns anywhere, patterned burns (irons), rope burns. Burns in unusual places.
- Lacerations to the body or mouth.
- Multiple fractures. Evidence of old fractures. Any fractures to children under two years old.
- Fading injuries noticeable after an absence from school.
- Seems frightened of parents, does not want to return home at the end of the day.
- Unusually aggressive (or passive) behaviour or temper outbursts.
- Shrinks markedly (backs away) at the approach of adults
- Reluctance to change or wearing long sleeves in hot weather

**3.2 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 cyber-bullying), 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.

Signs of emotional abuse displayed by children include:

- Unexplained changes in behaviour
- Excessive behaviour, such as extreme aggression, passivity or become overly demanding
- Children who self-harm, for instance by scratching or cutting themselves
- Behaviour which is either inappropriately adult or infantile
- Children who persistently run away from home
- Children who show high levels of anxiety, unhappiness or withdrawal
- Being unable to play
- Fear of making mistakes

**3.3 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.

Signs of sexual abuse displayed by children include:

- The child talking about sexual abuse – they usually want it to stop – listen
- Changes in behaviour may include: Becoming aggressive or alternatively withdrawn; fear of being left with certain people or groups of people; nightmares; running away; bedwetting; mentioning secrets they cannot share.
- Difficulty walking or sitting
- Pain/itching/bleeding/bruising/discharge to the genital area/anus
- Urinary infections/sexually transmitted diseases
- Persistent sore throats
- Eating disorders
- Self mutilation
- Refuses to change for gym or participate in physical activities
- Exhibits an inappropriate sexual knowledge for their age
- Exhibits sexualised behaviour in their play or with other children

**3.4 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; it may also occur during pregnancy as a result of maternal substance abuse. Neglect may involve a parent or carer failing to: provide adequate food, 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. In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues:

Signs of neglect include:

- Frequent absenteeism from school.
- Begging or stealing money or food.
- Lacks needed medical or dental care, immunisations or glasses.
- Lacks appropriate clothing, e.g. for weather conditions, shoes are too small, ill-fitted clothes.
- Teeth are dirty, hair quality is poor and contains infestations.
- Hands are cold, red and swollen.
- The parent or adult caregiver has failed to protect a child from physical harm or danger.

## 4. OTHER SPECIFIC SAFEGUARDING ISSUES

**4.1 Child Sexual Exploitation (CSE)** CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and/ or alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour.

**4.2 Female Genital Mutilation (FGM)** Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. FGM causes severe pain and has several immediate and long-term health consequences. It is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM is practised in 28 African countries as well as in parts of the Middle East and Asia. The practice is illegal in the UK. The girls may be taken to their countries of origin so that FGM can be carried out particularly during the summer holidays, allowing them time to "heal" before they return to school. Some girls may have FGM performed in the UK. FGM is child abuse and a form of violence against women and girls. Where a member of staff discovers (either through disclosure by the victim or visual evidence) that Female Genital Mutilation (FGM) appears to have been carried out on a girl there is a statutory duty to report this to the police. Unless the teacher has a good reason not to, they should still discuss any such case with the school's Designated Safeguarding Lead and involve children's social care as appropriate.

**4.3 Preventing Radicalisation** The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Ways in which people can be vulnerable to radicalisation and example indicators that might suggest that an individual could be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; spending increasing time in the company of other suspected extremists; loss of interest in other friends and activities

not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); changing their style of dress or personal appearance to accord with the group; attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/ cause/ ideology.

- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for; using insulting or derogatory names or labels; speaking about the imminence of harm from the other group and the importance of immediate action; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

There is no single route to radicalisation, nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming radicalised, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability. Where a member of staff believes that a child is at risk of radicalisation and possibly being drawn into terrorism this concern should be immediately discussed with the school's Designated Safeguarding Lead who will contact LSCB and or Channel at Essex Police as required.

**4.4 Honor Based Violence (HBV)** 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. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

Women and girls are the most common victims of honour based violence however it can also affect men and boys.

**4.5 Forced Marriage** A forced marriage is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people will have agreed to. Forced marriages are illegal in the United Kingdom.

## 5. DEALING WITH A DISCLOSURE OF ANY SAFEGUARDING CONCERN AND THE PROCEEDURE FOR REPORTING & RECORDING

Staff should follow the procedures below when dealing with any safeguarding concerns. All staff should refer any concerns to the designated person as soon as possible.

### 5.1 Disclosures

If a child or young person tells a member of staff about possible abuse:

- Listen to the pupil, keeping calm and offering reassurance.
- Inform them that you must pass the information on, but that only those that need to know about it will be told. Inform them of to whom you will report the matter.
- Note the main points carefully, verbatim where possible



- Do not interview the child or person concerned, but question normally and without pressure, in order to be sure that you understand what they are telling you.
- Do not put words into the child or person's mouth. Use the 'TED' Questioning Approach (Tell me, Explain, Describe) :
  - Reassure them that by telling you, they have done the right thing.
  - Make a detailed note of the date, time, place, what the child or person said, did and your questions etc.
  - Staff should not investigate concerns or allegations themselves, but should report them immediately to the DSL or, in her absence the Deputy DSL or Head.

The school recognises it is an agent of referral and not of investigation. Therefore:

#### **DO**

- Listen carefully
- Make accurate notes using the child's own words
- Inform the DSL
- Tell the child that they have done the right thing by telling you

#### **DON'T**

- Ask leading questions
- Use your own words to describe events
- Investigate
- Promise confidentiality

When abuse by one or more pupils against another pupil is suspected, child protection procedures will be applied to both (alleged) abuser and abused if there is reasonable cause to suspect that a child is suffering or likely to suffer "significant harm". If appropriate, the School's disciplinary procedures will be invoked. (Please see anti-bullying policy.)

Where a member of staff discovers (either through disclosure by the victim or visual evidence) that Female Genital Mutilation (FGM) appears to have been carried out on a girl there is a statutory duty to report this to the police. Unless the teacher has a good reason not to, they should still discuss any such case with the school's Designated Safeguarding Lead and involve children's social care as appropriate.

Where a member of staff believes that a child is at risk of radicalisation and possibly being drawn into terrorism this concern should be immediately discussed with the school's Designated Safeguarding Lead who will contact ESCB and or Channel at Essex Police as required.

## **5.2 Procedures for Monitoring, Recording and Reporting**

School policy is that brief notes should be kept at the time of the incident/ first disclosure or immediately after with the subsequent completion of a critical incident sheet. Records may be used in legal proceedings and must be kept accurate and secure. All records about the incident should be sent to the designated person and should include factual information rather than assumption or interpretation. The child's own language should be used rather than an interpretation. Notes should be signed by the staff member with the time, date and place recorded. Records may be used to support a referral to an external agency.

## **5.3 Confidentiality**

After a disclosure, members of staff should be careful in subsequent discussions to ensure that information is only shared with the appropriate persons. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold. Members of staff, other than the designated person and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to a pupil.

Sensitive information regarding pastoral issues and for children on the child protection register is kept separately in a folder in the closed section of the office. Discretion should be used when talking about the personal and changing circumstances of children, e.g. when a child goes into care.

#### **5.4 Vulnerable Pupils**

The School acknowledges the additional need for support and protection of children who are vulnerable by virtue of Special Educational Needs or Disability, homelessness, refugee asylum seeker status, the effect of substance abuse within the family, those who are young carers, mid-year admissions and pupils who are excluded from school.

Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker. If the pupil in question is a 'Looked-After Child', this will also be brought to the notice of the Designated Person with responsibility for 'Looked After Children' within Essex Safeguarding Children's Board.

### **6. REPORTING AND DEALING WITH ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF, VOLUNTEERS OR THE HEAD**

The school understands that a pupil may make an allegation against a member of staff, volunteer or the Head. A member of staff who receives an allegation about another member of staff should follow the guidelines above for dealing with disclosure.

If such an allegation is made against a member of staff, a DSL, who is not the Head, or a volunteer, the person to whom the allegation is made will immediately inform the Head. The Head will, on all such occasions, discuss the content of the allegation with the LADO (Local Authority Designated Officer) or, in the most serious cases, the Police so as not to jeopardise statutory investigations, within one working day and before any investigation takes place.

If an allegation made to a member of staff concerns the Head, the person to whom the allegation is made will immediately inform the Chair of Governors, without the knowledge of the Head. The Chair of Governors will contact the LADO (or in the most serious cases the Police) within one working day. The Chair of the Governors, Mr Rob Ellice, is nominated to liaise with the Local Authority in case of allegations against the Head or a member of the Board of Governors.

The matter must remain strictly confidential until the Head (or Chair of Governors) has made an initial assessment in conjunction with the LADO and decided what steps are to be taken. All discussions will be recorded and any communication agreed. A decision will be taken as to whether the suspicion or allegation is an internal disciplinary matter (in which case the school's disciplinary procedures will be followed) or whether there is a potential child protection issue (in which case the school's child protection procedures will be followed).

If it can be shown that an allegation is demonstrably false, it is not necessary for the Head/designated person to make a referral. A member of staff/volunteer against whom an allegation has been made, may, but will not automatically, be suspended. The school will carefully consider whether the circumstances warrant suspension or whether alternate arrangements should be put in place. The schools will give due weight to the views of the LADO, KCSI and Working Together when making a decision about suspension.

Suspension will arise on the following grounds.

- A child or children may be at risk.
- The allegation is so serious that dismissal for gross misconduct is possible.
- It is necessary to allow any investigation to continue unimpeded.

Suspension may be considered at any stage of an investigation, but is a neutral act, not a disciplinary sanction, and will be on full pay.

If an allegation of abuse by a member of staff is substantiated then referral will be made to the Disclosure and Barring Service and, in the case of teachers to the National College of School Leadership.

## **7. REPORTING AND DEALING WITH ALLEGATIONS OF ABUSE BY ONE PUPIL AGAINST ANOTHER**

When an allegation is made by a pupil against another pupil, members of staff should consider whether the disclosure raises a safeguarding concern. If so the member of staff who receives allegations of peer to peer abuse (including sexting) should follow the guidelines in section 5 above for dealing with a disclosure. In such cases, all children involved should be considered 'at risk'. Appropriate support will be offered to both perpetrator and victim.

Following the guidelines on disclosures, the DSL will be informed and will contact Essex Safeguarding Children Board and make a referral as appropriate. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim). It may be appropriate in such cases to refer to the school's behaviour policy and procedures.

Where neither social services nor the police accept the referral, a thorough school investigation should take place into the matter using the school's usual behavioural policies and procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. Where situations do not improve, information should be shared quickly and further support put in place. A further referral to external agencies may be necessary.

A bullying incident should be treated as a child protection concern if there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Staff should refer to the school's anti-bullying policy which also includes guidance related to cyber-bullying.

## **8. ADMISSIONS & ATTENDANCE POLICY DEALING WITH THE SAFEGUARDING RISK OF A CHILD MISSING FROM EDUCATION**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. The school recognises the increased risk of children suffering from abuse or neglect if they go missing from education.

When pupils of compulsory school age leave the school a record is kept of the destination setting and a check is made that the child has been registered and has started at the new school. In addition where children join the school after Reception or leave the school before completing Year 11 Essex CC will be informed using the online referral form within 5 days.

In addition the school will inform local authority children's services if any pupil is to be deleted from the admissions register where they:

- have been certified by medical advice as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period;
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

The local authority children's services will be informed if a pupil fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

## **9. INTER-AGENCY LIAISON**

Schools are expected to work with, support and sometimes lead different agencies to enable the most appropriate form of intervention to take place.

The school requests from feeder settings and will provide to destination settings, any relevant Child Protection Records, for the attention of the Schools' Designated Safeguarding Lead. These records will be sent by registered post, marked confidential with confirmation of receipt obtained.

Where children are on the Child Protection Register and leave one school for another, the designated person must inform the receiving school and the key worker. If the child leaves the school with no receiving school, details should be passed to ECSB.

### **9.1 Referral to Social Care Services**

The school is required to report cases of suspected abuse or allegations of abuse ***within 24 hours of suspicion or disclosure*** to Essex County Council Protection Line (Children's Safeguarding Service), who will provide support and guidance in all cases.

### **9.2 Social Care Meetings**

At times school staff will be called to participate in meetings organised and chaired by social care. These might include:

- Register reviews
- Case conferences
- Professionals' meetings in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to providing support or making recommendations in terms of next stages of involvement
- Core group meetings in which a "core" group of professionals associated with the family are asked to meet to review the progress of actions decided at case conferences and register reviews.

At these meetings, representatives from the school should be ready to report providing information about

- Attendance and punctuality
- Academic achievement
- Child's behaviour and attitude
- Relationships with peer group and social skills generally
- Child's appearance and readiness for school
- Contact with parents/carers
- Any specific incidents that need reporting.

Prior to the meeting, class teachers and other adults working closely with the child will be asked for their comments. Following the meeting feedback will normally be given and staff brought up-to-date with any actions that are needed.

## **10. A SAFE ENVIRONMENT**

### **10.1 The school ethos**

The school recognises that, for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help to prevent abuse. The school will therefore:

- establish and maintain an environment where pupils feel safe and secure, are encouraged to express themselves and are listened to.
- ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty.
- include in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse.
- include in the curriculum material which will help pupils to develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.
- ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.

## **10.2 Supporting Children at Risk and Children in Need**

For children at risk and children in need, school may be the one stable place from which they can expect security and reassurance. It is not only about being alert to potential abuse but providing the support to help children through difficult times. Providing them with the coping skills that can help avoid situations arising and deal with the emotional difficulties afterwards if they do.

## **10.3 The Personal Education Plan**

Children who are “looked after” will have their own Personal Education Plan (PEP). The PEP is part of the care plan. It is a record of what needs to happen in order to enable the young person to “fulfil their potential”.

## **10.4 Support in School**

All class teachers and Heads of School are responsible, in conjunction with other school staff, for the pastoral needs of the children in their care. This includes maintaining opportunity for children to share their concerns and following the guidance in this document. Care should always be taken in regard to the discussion of sensitive issues and advice should be sought where there are concerns.

The school raise awareness of safeguarding with the pupils through, for example, PSHEE, assemblies, discussions, guidance on anti-bullying and e safety (including risks and implications of sexting.) Pupils receive guidance and support within the PSHEE program in order to develop their resilience to the risks of radicalisation and how to deal with issues related to e-safety. Pupils are also made aware of other sources of support, for example helpline numbers, or the school counsellor.

Within the curriculum there will also be opportunities to discuss issues which some children might find sensitive. Care should be taken particularly in relation to discussion and assumptions about families and their make-up. During health and safety and sex education lessons, staff should be alert to the fact that some children will have very different experiences and may find content at odds with their own experiences. Staff should make themselves familiar with the background of the children in their care in order to avoid distress.

## **11. SAFER RECRUITMENT PRACTICES**

The school is fully committed to safeguarding and promoting the welfare of children and young people, and other vulnerable groups. Its recruitment practices help to deter, reject, detect and prevent people who might otherwise abuse pupils or who are unsuited to working with them. Procedures for Staff recruitment are set out in the Safer Recruitment Policy.

## **12. INDUCTION AND TRAINING**

The school will ensure that the School DSL and DDSL undertakes updated child protection training at least every two years. This training will include inter-agency working protocols and training in ESCB prevent strategy. The Head and all other staff who work with children, including new staff, governors and volunteers, will also undertake appropriate child protection awareness training at least annually to equip them to carry out their responsibilities for child protection effectively.

All staff, including new staff as part of their induction process will read and receive training and regular updates with reference to:

- at least Part One of KCSIE;
- the schools Safeguarding & Child Protection Policy inc. information about the identity of the DSL(s);
- the Staff Code of Conduct;
- the Whistle Blowing Procedures.

All school leaders and staff must also read Annex One of KCSIE (2016). All temporary and voluntary staff who work with children are to be made aware of the school’s Safeguarding policy, procedures and arrangements.

### **13. INTERACTION WITH PUPILS - ADDITIONAL GUIDANCE FOR STAFF CONDUCT**

(See also Staff Code of Conduct)

Staff should ensure that their behaviour or actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil.

#### **13.1 Physical Contact with Pupils**

Some form of physical contact with pupils by teachers is inevitable. All teachers should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body.

Where any uncertainty exists a senior member of staff should be consulted and one-to-one discussions with pupils might most appropriately take place in rooms which are openly visible to other members of staff.

In the event of physical restraint it is important that only the minimum amount is used in order to prevent the pupil from causing injury to themselves, others or property. Following such an intervention a critical incident form must be completed and given to the Head.

#### **13.2 One to One Lessons**

Staff should be aware at all times of the need to develop and maintaining appropriate professional working relationships with pupils. Relationships between staff and pupils should be characterised by fairness, openness and respect.

Where one to one teaching takes place eg. peripatetic music lessons or one to one coaching, every effort should be made to develop clear boundaries and a culture of professional practice and appropriate working relationships.

#### **13.2 Use of Cameras and Mobile Devices**

Staff should not use their personal mobile 'phones or cameras to store pictures of children. All images must be taken on school equipment (cameras, iPads, etc). Images must be transferred to the secure staff drive as soon as possible and deleted from mobile devices.

### **14. EYFS SETTING**

#### **Use of school mobile devices, laptops and recording devices in EYFS**

##### **14.1 Procedures: School Ipads and laptops**

Whilst at work School Ipads can be used for the Tapestry, accessing suitable music/programmes and games. Staff are also able to access Tapestry and the photography evidence that supports this whilst at home, however they are aware that this programme contains photographs of the children they work with, and password protections are put into place to ensure that the Ipad and Tapestry cannot be accessed by anyone other than themselves.

Whilst at home staff are allowed to use their School Ipads for personal use, but must ensure that they do not download any unsuitable apps or access inappropriate material which may remain in the search history.

##### **14.2 Procedures: Personal Mobile Phones**

- Personal mobile phones may not be brought into the EYFS setting by staff during working hours.
- At the beginning of each individual's shift, personal mobile phones are stored securely.
- EYFS staff and volunteers ensure that the work telephone number is known to immediate family and other people who need to contact them in an emergency.
- EYFS staff and volunteers will not use their personal mobile phones for taking photographs of children on outings.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. An exception may be made if a visitor's company or organisation operates a lone working policy that requires contact with their

office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present.

**14.3 Procedures:** Cameras, video recorders.

- Our staff and volunteers must not bring their own cameras or video recorders into the setting.
- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting whilst children are present.
- Photographs or recordings of children are only taken on equipment belonging to the setting.
- Camera and video use is monitored by the EYFS manager.
- Photographs and recordings of children are only taken of children if parents provide written permission to do so (found on the individual child's pupil information form)