

## Madani Primary School

### SAFEGUARDING CHILDREN CHILD PROTECTION POLICY

#### Legal Status

This policy on child protection is in accordance with the locally agreed inter-agency procedures (Children and Young People's Department

'Safeguarding Our Children', (4LSCB 2007) Hampshire. Southampton, Portsmouth and Isle of Wight Safeguarding Boards.  
[www.4lscb.org.uk](http://www.4lscb.org.uk)

'What to do if you're worried a child is being abused', December 2006, HM Government  
<http://www.everychildmatters.gov.uk/files/34C39F24E7EF47FBA9139FA01C7B0370.pdf>

'Working Together to Safeguard Children', March 2013, HM Government  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

Ref: DFE-00030-2013

Hampshire County Council, The Castle, Winchester, Hampshire, SO23 8UJ

- This policy is consistent with the requirements of Keeping Children Safe in Education (DfE 2016) and Working Together to Safeguard Children (HM Government 2013), Safeguarding Children and Safer Recruitment in Education (SCSRE) guidance excluding Chapter 5, DfE Guidance: Dealing with allegations of abuse against teachers and other staff (August 2011),
- This policy complies with Regulation 3(3)(7) of the Education (Independent School Standards (England)) Regulations 2010, and other relevant and current regulations and any other guidance concerning safeguarding children to which schools are obliged to have regard. It is intended only to provide a statement of the school's broad aims in this area. In depth procedures are set out in separate procedure documents. In this respect your attention is additionally drawn to the separate Safeguarding Children - Guidance for Staff document.

#### Applies to

This policy applies to the whole school including all staff (teaching and non-teaching), proprietors and volunteers working in the school.

#### Designated Safeguarding Officer (CPLD) for children

The Designated Safeguarding Officer for the School is Mrs Fatima Wahid. The Deputy Designated Safeguarding Officer for the school is the Miss Husne Rahman.

Our Designated Safeguarding Officer has completed the Safeguarding –Child Protection Liaising Officer Course. Such training will be updated every two years.

#### Related Documents:

Safeguarding Children – Guidance for Staff document, Safer Recruitment Policy, Anti-bullying Policy; Behaviour Management including Discipline, E-Safety Policy, Sanctions and Exclusion; Educational Visits and Off-Site Activities; Anti-bullying Policy ; Behaviour Management including Discipline and Sanctions; Exclusions Policy; Educational Visits and Off-Site Activities Policy; Child Protection Flow Chart; Appendix A (attached at the end of the policy)

#### Availability

This policy is made available to parents and staff at the school entrance, via the website and on request, a copy may be obtained from the Headteacher.

#### Monitoring and Review

- The Headteacher and CPLD's will take lead responsibility for dealing with child protection issues.
- The Proprietors will regularly monitor and review any incidents detailed in the Children Concerns File.
- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.

Madani Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- The undersigned undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: 2 September 2016

Fatima Wahid

Husne Rahman

## **POLICY ON CHILD PROTECTION (SAFEGUARDING)**

### **Purpose**

This School fully recognises its responsibility to safeguard and promote the welfare of children at our school. The purpose of this policy is to provide staff, volunteers and governors with the guidance they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

### **Context**

We recognise that children have a right to feel secure and cannot learn effectively unless they do so. Parents, carers and other people can harm children either by direct acts or failure to provide proper care or both. Children may suffer neglect; emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children's Social Care or the Police, without notifying parents if this is in the child's best interests.

### **Aims**

These procedures apply to all staff, governors and volunteers working in the school.

The aim of our procedures is to prevent children being abused and to safeguard and promote the welfare of pupils at this school in the following ways:-

- Raise awareness of child protection and safeguarding roles and responsibilities with Staff, Governors and Volunteers.
- Develop, implement and review procedures in our school that enable all staff and volunteers to identify and report cases, or suspected cases, of abuse.
- Support pupils who have been abused in accordance with their agreed child protection plan
- Support children with additional needs, e.g. through the Common Assessment Framework (CAF)
- Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.
- Establish a safe environment in which children can learn and develop.
- Ensure that allegations or concerns against staff are dealt with in accordance with DfE and local guidance.

### **Statement of Intent**

Our School fully recognises the responsibilities it makes to Child Protection, being committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. This policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School. Our policy applies to all staff, volunteers and visitors working in the school. The health, safety and welfare of all our children are of paramount importance to all the adults who work in our school.

There are five main elements to our policy as follows:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child safeguarding issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with their agreed child safeguarding plan.
- Establishing a safe environment in which children can learn and develop.

The School complies with the Portsmouth Safeguarding Children's Board, the local safeguarding agency (part of 4LSCB), inter-agency child protection procedures and guidance whenever an allegation or disclosure of abuse has been made. This is in accordance with Working Together to Safeguard Children and What to do if you're worried a child is being abused. We comply with the DfE requirements for the Safeguarding of Children and Safer Recruitment in Education and the Independent School Standards Regulations. The health, safety and welfare of all our children are of paramount importance to all the adults who work in our school.

Our children have the right to respect and protection, regardless of age, gender, religion, race, nationality, sexuality, culture or disability. They have a right to be safe in our school. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress. All pupils should care for and support each other. Safeguarding encompasses all aspects of school life where a child's welfare

may be compromised.

We recognise that, because of the day to day contact with children, school staff are well placed to observe the outwards signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Our teaching of personal, social and health education and citizenship helps to develop appropriate attitudes in our children and it makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them. We teach them how they can keep themselves safe and who to ask for help if their safety is threatened. The outcomes we want our pupils to achieve are to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well-being.

We also, as a minimum, comply with the detailed provisions set out in section 2.22 of Safeguarding Children and Safer Recruitment in Education, whereby the School:

- has a policy and procedures in accordance with the locally agreed inter-agency procedures and makes them available to parents on the school website and will send them a copy on request;
- has a safer recruitment policy and procedures, including Criminal Records Bureau (CRB) checks, compliance with the Independent School Standards Regulations inclusive of the Centralised Register (Single Central Record);
- names and has 'designated persons' with 'status and authority' to take responsibility for child protection matters;
- ensures that designated persons complete the required training (updated every two years) in child protection and inter-agency working;
- if any deficiencies or weaknesses in the child protection arrangements were to occur that they would be remedied without delay;
- ensures that the Proprietor undertakes an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged.

Also, whole-school in-service training on safeguarding issues is organised. (See Staff Training Details). All newly recruited staff (teaching and non-teaching) are informed of this policy and are required to attend Level 2 training as part of their induction, with this being refreshed every three years. The Designated Persons attend Level 3 Child Protection and Inter-Agency training and then refresher training at least every two years. Designated staff attend appropriate network meetings and to participate in the multi-agency training programme organised by the Hampshire County Council Safeguarding Children Board.

It is the policy of the School when deciding to make a referral, following an allegation or suspicion of abuse, the head and designated child protection officer do not make their own decision over what appear to be border-line cases, but rather the doubts and concerns are discussed with the Local Authority Designated Officer (LADO). There may well be circumstances whereby this is done tentatively and without giving names in the first instance. It is understood that what appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. The School does not do anything that may jeopardise a police investigation, such as asking a child a leading question or attempting to investigate the allegations of abuse (What to do if you're worried a child is being abused, sections 10.2 and 10.3).

The aims of our policy include:

- a) prevention through the teaching and pastoral support offered to children;
- b) procedures for identifying and reporting cases, or suspected cases, of abuse;
- c) support to children who may have been abused in accordance with their child protection plan.

The main elements of our policy and procedures include the following:

- the signs of possible abuse;
- that confidentiality cannot be promised to a child giving evidence;
- the need to avoid asking leading questions;
- procedures for dealing with abuse by one or more pupils against another pupil;
- the school's reporting arrangements (including contact with a welfare agency within 24 hours of disclosure or suspicion of abuse);
- the contact details of agency involvement;

- guidance for staff, to ensure that their behaviour and actions do not place children or themselves at risk of harm or of allegations of harm to a child (for example, in one-to-one tuition, sports coaching, conveying a child by car, engaging in inappropriate electronic communication with a child, and so on);
- that assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's children on another site.

### **What is child abuse and the signs of abuse?**

The NSPCC defines child abuse as:

“Child abuse is the term used when an adult harms a child or a young person under the age of 18. Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse. A child may be experiencing abuse if the child is:

- frequently dirty, hungry or inadequately dressed;
- left in unsafe situations, or without medical attention;
- constantly “put down,” insulted, sworn at or humiliated;
- seems afraid of parents or carers;
- severely bruised or injured
- Displays sexual behaviour which doesn't seem appropriate for their age;
- growing up in a home where there is domestic violence;
- living with parents or carers involved in serious drug or alcohol abuse.

This is not an exhaustive list of the symptoms of abuse; other symptoms include:

- The child states that abuse has taken place or asks a question which gives rise to that inference.
- There is no reasonable or consistent explanation for a child's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.
- The child asks to drop subjects with a particular staff member and seems reluctant to discuss the reasons.
- The child's development is delayed.
- The child loses or gains weight.
- The child appears neglected, e.g. dirty, hungry, inadequately clothed.
- The child is reluctant to go home, or has been rejected by her parents/caregivers.

A child may be subjected to different types of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone. Remember safeguarding children is not just about the formal definitions of abuse. It may also include, for example, self-harm, self-neglect eating disorders, bullying, or even adverse risk-taking. See appendix a (attached at the end of the policy) for detailed descriptions of types of abuse and indicators.

### **Transparency**

Madani Primary School prides itself on its respect and mutual tolerance. Parents/Guardians have an important role in supporting the school. Copies of this policy, together with our other policies relating to issues of child protection are on our web site, and we hope that parents/guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communications are essential

### **Working in Partnership with Parents**

We work in partnership with parents or carers to secure the best outcomes for our children. All parents need to understand that we have a duty to safeguard and promote the welfare of the children of our school, that this responsibility necessitates a child protection policy and procedures, and that we may need to share information in partnership with other agencies when there are concerns about a child's welfare. The child's safety and welfare will always be our main priority. All parents applying for places at this School will be informed of our safeguarding responsibilities and the existence of this policy. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the School, parents will be notified of this as soon as possible.

We will therefore communicate as clearly as possible about the aims and ethos of the School including:

- using clear statements in our brochures and correspondence;
- involving pupils in the development of Codes of Conduct and Behaviour policies and communicate these to parents;
- liaising with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families;
- being alert to the needs of parents/carers who do not have English as their first language;

- keeping parents informed as and when appropriate
- seeking to discuss any concerns about a child's welfare with parents however in certain circumstances this may not be deemed appropriate.

### **Child Protection Procedures**

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and parent, the interests of the child must be paramount. These procedures should be read in conjunction with the flow chart (Child Protection, flow chart of procedures).

If a member of staff suspects abuse e.g. through physical injury etc. they must:

1. Record their concerns
2. Report it to CPLO immediately, and at least within 24 hours
3. If there is a requirement for immediate medical intervention, assistance should be called for
4. Make an accurate record (which may be used in any subsequent court proceedings), within 24 hours of the disclosure, of all that has happened, including details of:
  - what they have observed and when
  - injuries
  - times when any observations / discussions took place
  - explanations given by the child / adult
  - what action was taken.

Following a report of concerns from a member of staff, the CPLO must:

1. Decide whether or not there are sufficient grounds for suspecting significant harm
2. If there are grounds for concerns they must contact Social Care Enquiries Joint Action Team and make a clear statement of:
  - the known facts
  - any suspicions or allegations
  - whether or not there has been any contact with the child's family
  - if the CPLO feels unsure about what the child has said or what has been said they can phone Social Care Enquiries Joint Action Team to discuss concerns. To do so will not constitute a child abuse referral and may well help to clarify a situation.
  - The CPLO will decide if a referral should be made to the LADO, and will do so within 24 hours of a disclosure.
3. If there are not grounds for concerns of significant harm, then the CPLO will either actively monitor the situation or instigate the Common Assessment Framework (CAF) process.
4. If a child is in immediate danger, the police will be informed and can take immediate protective action. If it is believed that the child is in imminent danger urgent advice should be sought from Children's Social Care and/or the police. The child can be kept in school if advised to do so by these agencies. The parent should be informed and a decision should be made with Children's Social Care/police about who should do this.
5. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement to making a referral to Children's Social Care if necessary. However, in accordance with DfE guidance, this will only be done when this will not place the child at increased risk. The child's views should also be taken into account.
6. Where there are doubts or reservations about involving the child's family, the CPLO should clarify with Children's Social Care or the police whether, and if so when and by whom, the parents should be told about the referral. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the CPLO should help the parents understand that a referral is in the interests of the child and that the school will be involved in the enquiry or police investigation, as per the Children Act 1989.
7. When a pupil is in need of urgent medical attention and there is suspicion of abuse the CPLO should take the child to the Accident and Emergency Unit at the nearest hospital, having first notified Children's Social Care and sought advice about what action Children's Social Care and /or the police will take and who and how the parents will be informed, remembering that parents should normally be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until Children's Social Care and the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. There must at all times be a responsible

adult with the child, whether from the school, Children's Social Care or the police, if the parents are not included.

### **Allegations made against staff**

It is also the policy of the School that allegations against staff, volunteers or the designated persons with responsibility for safeguarding are reported to the Headteacher, who will then report this to the Local Authority Designated Officer (LADO) straight away, either directly or via the Social Care Duty Team. The LADO will advise the School of the next steps to take. If the Headteacher is absent the allegation is passed to the Proprietor, Mr. Luthfur Rahman. In the case of serious harm the police are informed from the outset. The designated person is also contacted (unless the child is the object of the allegation), since the designated person will have received higher level of safeguarding training.

If the allegation concerns the Headteacher, the person receiving the allegation should immediately inform the CPLO Fatima Wahid without notifying the Headteacher first. In the case of serious harm, the police are informed from the outset.

If the allegation concerns the acting Headteacher Luthfur Rahman, the person receiving allegation should immediately inform the CPLO Fatima Wahid without notifying the acting Headteacher Luthfur Rahman first. In the case of serious harm, the police are informed from the outset.

Staff are reminded of the need to exercise professional judgement in order that they do not leave themselves exposed to the risk of vexatious allegations particularly in one to one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil etc.

It is the responsibility of the school to refer, not to investigate.

The school complies with the Independent Safeguarding Authority (ISA) legislation whereby it is an offence to:

- knowingly employ (or take on as a volunteer) in an ISA regulated activity, someone who is barred from such activity. (NB this is in effect not a new requirement: it broadly replaces an offence under protection of children legislation which had existed since 2000);
- not refer to the ISA details of anyone who is removed from regulated activity, or who leaves while under investigation for allegedly causing harm or posing a risk of harm.

The School reports to the Independent Safeguarding Authority (ISA) whose contact details for referrals is PO Box 181, Darlington, DL1 9FA (telephone: 0300 123 1111), immediately upon leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because the child is considered unsuitable to work with children.

In the above context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher of other trainee; no longer using staff employed by contractors;; no longer using volunteers; resignation and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training or volunteering. We also recognise the importance that reports include as much evidence as possible. We also ensure that 'Compromise Agreements' never apply in this connection.

### **Safeguarding and Child Protection Procedures**

- We comply with the Portsmouth Safeguarding Children Board (part of 4LSCB) procedures and guidance.
- Where there are concerns about a child's welfare, we will take all the appropriate action to address those concerns, working to the agreed local policies and procedures, in partnership with the necessary agencies.
- We handle all such cases with sensitivity and we place paramount importance on the interests of the child.
- All adults in our school share responsibility for keeping our children safe.
- All adults working in the School (including visiting staff, volunteers and students on placement) must not investigate any concerns about a child's welfare or neglect, or instances of actual or suspected child abuse (including a disclosure), but are required to report these immediately to the Headteacher.
- When making decisions on the appropriate action to take, the child's safety and welfare will be the overriding consideration.
- The Headteacher will keep a record of any allegations made, details of how the allegation was followed up and resolved, and any action taken.

- There may be occasions when concerns are reported, which on investigation prove unfounded.
- If a child alleges abuse, the Headteacher will take the appropriate action, which may under certain circumstances not involve informing the parents first.
- If a parent has concerns and wants to make an allegation of abuse by a member of staff, they must inform the Headteacher immediately.
- Any concerns regarding Headteacher can be raised with the Chair of the Advisory Board directly.

The following procedures are also part of the child protection process of our school. We:

- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns first verbally, and then in writing, to the designated senior person responsible for child safeguarding;
- ensure that parents have an understanding of the responsibility placed on the school and staff for child safeguarding by setting out its obligations through publication of this policy. Follow-up unexplained absences of any child with a telephone call from the School on the morning of the first day of absence;
- notify social services if there is an unexplained absence of more than two days of a pupil who is on the child safeguarding register;
- notify the Local Authority when a child moves to a new school at any point during their time at Madani Primary School;
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child safeguarding matters including attendance at case conferences;
- keep written records of concerns about children, even where there is no need to refer the matter immediately;
- ensure all records are kept securely; separate from the main pupil file, and in locked locations with records of concern being copied and sent on to receiving schools by registered post, addressed to the designated child safeguarding officer;
- develop and then follow procedures where an allegation is made against a member of staff or volunteer;
- ensure safe recruitment practices are always followed and that staff involved in recruitment are supported with appropriate training.

### **Safeguarding Children Cue Card**

#### **Children/Young people at risk of serious harm/neglect**

If we have any concern that a child/young person may be at risk of harm or neglect, we will contact the Duty Team in Social Care straight away. They will advise us on an appropriate course of action. If it is safe to do so (i.e. if it doesn't place a child/young person at risk of greater harm), we will notify the parents before making the referral. If a child/young person makes a disclosure of abuse or neglect the following procedure will apply.

#### We:

- explain to the child that we will share this information with a senior member of staff in order to help them;
- listen carefully to and believe what the child is saying and take it seriously;
- reassure the child who has made the disclosure that they have done the right thing and assure them that we believe them;
- give the child time to talk and do not probe or ask leading questions - investigation is not your responsibility;
- do not promise to keep secrets - all allegations of harm or potential harm must be acted upon;
- record what has been said as soon as possible after the conversation and ensure that the Referral and Assessment team are notified within 24 hours;
- do not confront the abuser;
- ensure that information you have is kept confidentially and only shared with people who need to know.

The parent/carer will normally be contacted before a referral is made to Children's Social Care (Children's Services). However, if the concern involves alleged or suspected sexual abuse or the Designated Person has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member there will be no contact by the school prior to the referral, (although the reasons for this course of action will be documented on the referral). In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the referral process should not delay the administration of first aid or emergency medical assistance. If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the School day for example, urgent Police intervention will be requested.

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation. Referrals to the local authority will be confirmed in writing. The School recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in School or pupils travelling to and from School and will take all reasonable steps to lessen such risks.

## **Vulnerable Pupils**

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 (and confirmed in writing).

If a pupil discloses that she has witnessed domestic violence or it is suspected that she may be living in a household which is affected by family violence, this will be referred to the Designated Person as a safeguarding issue. The School acknowledges the additional needs for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions and pupils who are excluded from school.

We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. The School has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a Child Protection context.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children's Services. This will determine how and when information will be shared with parents and the investigating agencies.

## **Child's Death**

In the event of a death of a child/young person the Headteacher must notify both the Hampshire County Council Child Death Administrator and the Social Care Duty Team.

## **Confidentiality**

∧ We regard all information relating to individual child protection issues as confidential and we treat it accordingly.

- We pass information on to appropriate persons only.
- The school complies with both the legislative and government requirements with regard to confidentiality.
- The files we keep on children are open to those children's parents. Information from third parties will not be disclosed without their prior consent.
- Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse in accordance with law.
- Working notes are not subject to disclosure, but will be summarised and then kept on file.
- It must be made clear that the person confided in as an adult, must tell someone else so that the abuse can be dealt with.
- Keeping secrets with a child when told about an abusive situation, only adds to the abuse.
- If a child requests a talk 'in confidence' meaning 'don't tell anyone else', the member of staff will explain that they cannot promise to do so. They can only promise to act in the best interests of the child and that they will keep them informed of what is happening. If the child then refuses to talk, staff should ensure that they know of other agencies they can turn to e.g. Child Line: 0800 1111 etc.

## **Use of ICT (see also E-Safety Policy)**

All computer equipment and internet access within our school is subject to appropriate controls and Internet safety rules. Use of any ICT equipment is closely supervised, and we expect this level of supervision to be applied in the home. All safety controls within school are in place at all times. Staff are expected not to use any computer for personal reasons during school hours, unless this is essential, and then, only during their non-contact time, and when children are not present. Technology offers fantastic opportunities for children. However, it can be misused, and this can be very painful for those, both children and teachers, who are the targets of cyber bullying. Adults need to help the children and young people prepare for the hazards whilst promoting the many learning and social opportunities available.

If staff contribute to internet blogs or access social networking sites such as Facebook, they should neither mention the School nor make any reference to the schools or their employment at them. Staff are also advised not to communicate with parents or pupils via social networking sites, as they may inadvertently place themselves in compromising situations, which may cause themselves embarrassment or bring the school's name into disrepute. The school seeks to:

- develop a college ethos and environment which encourages a healthy lifestyle for pupils;
- use the full capacity and flexibility of the curriculum to help pupils to achieve safe and healthy lifestyles;
- ensure that food and drink available across the school day, reinforces the healthy lifestyle message;
- provide high quality Physical Education and sport to promote physical activity;

- promote an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being.

“Cyber bullying is the unacceptable face of new technology, and we need concerted action across society to address it.” (Kevin Brennan, former Parliamentary Secretary of State for Children, Young People and Families.)

### **Website Child Protection Policy**

The school operates the following policy on its website regarding the use of photos, to ensure the privacy and safety of children at the school:

- Where a child is named, no photograph of that child is displayed.
- Where a photograph is used which shows a child, no name is displayed.
- Where children are named, only their first names are given.

Observing these points, the school ensures that visitors to the website cannot link images of children to names of children. When choosing photographs for the website, the school is mindful of the way children may appear in them, and will not include images which are in any way inappropriate. The school follows a policy of seeking parents’ permission before using images which show children on the website or in the local press.

The list showing pupils, who are barred from appearing in the press, or on the website, is kept in the School Office and is available whenever photographers are present. No other information about children is ever publishes on the website such as surnames or contact details.

### **Parents Photographing/Videoing Children**

Parents who wish to photograph or video children at public school events such as sports day, gym display or school productions must sign a form prior to the event agreeing that they will not use the photographs for public purposes such as publishing clips on YouTube, Facebook or any other networking site. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

### **Form Representative’s Contact Information**

As a school we do not give out contact information/personal details to other parents, without the permission of parents.

### **Safer Recruitment**

The School follows the Government’s recommendations for the safer recruitment and employment of staff that work with children. All members of the teaching and non-teaching staff at the Schools, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are checked in accordance with the full requirements of the Centralised record (Single Central Register) before starting work. All volunteer helpers, contractors working regularly during term-time, such as contract catering staff,] are also vetted. The Proprietors review our policies annually. More detail is set out in our policy Safer Recruitment Policy and Procedures.

∧ We require the Chair of the interview panels will have completed the Safer Recruitment Training and Assessment

- We will do all we can to ensure that all those working with children in our school are suitable people. This involves scrutinizing applicants, verifying their identity, checking their employment history and qualifications and obtaining independent professional and character references that answer specific questions to help assess their suitability to working with children.
- All prospective employees will be subject to the requirements of the Central Register (Single Central Record) inclusive of the Enhanced CRB and the ISA Children’s’ List (previously referred to as List 99) checks.
- To ensure a consistent and thorough process of safe recruitment in order to ensure that those recruited are suitable we follow the DfE guidance set out in Safeguarding Children and Safer Recruitment in Education.
- Our safer recruitment practice includes those persons who may not have direct contact with children but because of their presence will still be seen as safe and trustworthy e.g. volunteers, support staff.
- We understand that it is an offence under the Vetting and Barring Legislation to knowingly employ (or take on as a volunteer), in an ISA regulated activity, someone who is barred from such activity.
- The School only uses employment agencies that can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the Local Authority.
- Staff and volunteers joining the School on a permanent or temporary basis will be given a copy of this policy. Additionally, the Staff Handbook confirms the Child Protection procedures followed in the School.

### **CPLO, Deputy CPLO and their responsibilities**

In this school the Child Protection Liaison Officer is Fatima Wahid. The Deputy CPLO is Husne Rahman. They will:

- Ensure that they, and Advisory Board understand their responsibilities under s.175 of the Education Act 2002.
- Ensure they have received appropriate training and attend training every 2 years. The CPLO will receive training in inter-agency working.
- Ensure every member of staff and volunteer know the name of the designated person (CPLO), their role and their contact details
- Ensure all staff and volunteers receive training as part of their induction programme on taking up employment, and that they understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person (CPLO).
- Ensure that whole school training occurs every three years so that every member of staff and volunteer can fulfil their child protection responsibilities effectively and to comply with the requirements set out in 'Safeguarding Children and Safer Recruitment in Education' guidance (DCSF, 2007).
- Ensure that referrals, where appropriate, are made to the Local Authority Designated Officer (LADO) within 24 hours of receiving an allegation.
- Keep written records that are kept securely and separately from the main pupil file and use these records to assess the likelihood of risk. Records must be kept of all allegations, but any that are not substantiated, are unfounded or are malicious should not be referred to in employer references. Where allegations against staff are found to be malicious they should be removed from personnel records.
- Ensure that copies of child protection records and or records of concern are transferred accordingly (separate from pupil files) when a child leaves the school.
- Ensure that, where a pupil on a child protection plan, or is a child looked after, leaves the school, their information is transferred to the new school immediately and that the child's Social Worker is informed.
- Ensure that, where there are deficiencies or weaknesses recognised in arrangements or procedures, these are remedied immediately and without delay.
- Consult the Local Authority Designated Officer (LADO) in circumstances where there is uncertainty as to whether to make a referral. This can be done tentatively and without giving names in the first instance.

As a school we will educate and encourage pupils to Keep Safe through:

- The content of the curriculum
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The creation of a culture that helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

### **Whole Staff Responsibilities**

This school recognises that because of their regular and sustained contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:-

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Follow the procedures set out by the Local Safeguarding Children's Board (Hampshire CC) and take account of guidance issued by the Department for Education.
- All policies and procedures must be applied with due common sense and sensitivity.
- Treat all disclosures with the strictest confidence.
- Ensure that parents have an understanding of the responsibility placed on the school and its staff for child protection by setting out its obligations in the school prospectus and that parents are offered a copy of the policy on request.
- Notify parents of our concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk.
- Develop effective links with Children's Social Care and cooperate as required with their enquiries regarding child protection matters including attendance at Child Protection Case Conferences.
- Liaise with other agencies that support pupils through normal referral routes and the CAF process.
- Ensure that there is a senior designated person (Child Protection Liaison Officer).

### **Duty of Employees**

In order to fulfil its legal obligations under statutory guidance the school has developed objectives for children. These include:

- creating a safe environment where children feel valued and secure, are listened to and are able to identify an adult in school who they could safely approach if they are worried or concerned;
- raising the awareness of child protection issues through the curriculum;
- supporting children who have been abused in accordance with his/her agreed child protection plan;

- attending all relevant meetings and child protection conferences, assisting with the implementation of any protection plans or looked after care plans;
- providing information for parents/carers through the school prospectus;
- promoting early intervention strategies throughout the school to support children and young people who are presenting with emerging vulnerabilities.
- being alert to the medical needs of children with medical conditions.
- obtaining assurances that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with our school's pupils on another site (for example, off site netball matches).

We explicitly require staff to report to the Headteacher of the school or the Local Authority any concern or allegation about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm and provide immunity from retribution or disciplinary action against such staff for "Whistleblowing" in good faith is as far as possible guaranteed by the school. At all levels, including newly appointed and ancillary, staff have been given briefing or training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations.

### **Responsibilities of Adults within the school community**

- All adults are required to be aware of and alert to the signs of abuse.
- If an adult identifies that a child may be in an abusive situation they should record their concerns and report them to the senior designated person (CPLD) as soon as practical.
- If a child discloses allegations of abuse to an adult, they will follow the procedures attached to this policy.
- If the disclosure is an allegation against a member of staff they will follow the procedures attached to this policy.

### **Volunteers**

Our School ensures that all staff, teaching, support staff (including temporary and supply staff and volunteers), will:

- be responsible for their own actions and behaviour and should avoid any conduct which would lead any responsible person to question their motivation and intentions;
- work, and be seen to work in an open and transparent way and should be given guidance to help them achieve this, ensuring that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil;
- will discuss and/or take advice promptly from their a senior member of staff over an incident which may give rise for concern;
- be aware that they have individual responsibility for referring every complaint or suspicion of abuse from within or outside the School in accordance with the procedures published by the Hampshire County Council Safeguarding Children Board;
- be aware that it is not the responsibility of staff in school to investigate suspected cases of abuse;
- be aware that they cannot promise a child complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the child safe from harm;
- be aware of the internal referral process within the school;
- report any matters of concern to the Designated Safeguarding Officer;
- know the name of the designated person for child protection and understand their responsibilities to safeguard and protect children;
- keep a sufficient record of any significant complaint, conversation or event;
- have received a copy of the schools Child Protection Policy and Appendix A.
- ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on);

be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them. Any parent or other person/organisation engaged by the School to work in a regular voluntary capacity in the school will be subjected to all reasonable vetting procedures and Criminal Record Bureau Enhanced disclosure.

Volunteers will work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of the School. The volunteer will assist in the care of a small group of children but the sole responsibility for the personal care of pupils will be the staff member. Voluntary sector groups that operate within this School, provide off-site services for our pupils or use School facilities will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by the Hampshire Safeguarding Children Board. Premises lettings and loans are subject to acceptance of this requirement.

### **Allegations of abuse by one or more pupils on another pupil**

In circumstances where there is an allegation of abuse by one or more pupils against another pupil, the CPLO will report to the LADO, and will seek their advice on whether a formal referral should be made. Reference should be made to the School's Anti-Bullying Policy.

### **If a Child Volunteers Information**

If a child volunteers information about abuse to a member of staff, it may be done obliquely, rather than directly, e.g. through 'think books', role play etc. Children will talk about their concerns and problems to people they feel they can trust. The person a child talks to will not necessarily be a senior member of staff. The role of the member of staff or volunteer hearing this is to listen but not undertake an investigation of the potential abuse. That is the role of the child protection agencies. Legal action against a perpetrator can be seriously damaged by any suggestion that the child's words have been influenced in any way by the person they told.

### **When a child confides in you:**

Things you should do:

- give the child undivided attention
- show concern, support and warmth but don't show emotions, distress or negative reaction; be re-assuring (you can say 'that must have been sad/hard for you'; 'it's right to tell someone because you need help'. Ask if the child has told his/her parents if the alleged abuse is outside the home or the other parent if one parent is implicated).
- rather than directly questioning the child, just listen and be supportive

- it may be appropriate to check that the child is indicating abuse or neglect
- check if the child is hurt or might be in need of medical attention
- deal with the allegation in such a way that the child does not have to repeat the information to different people within the school; It is important to know if an incident has happened recently and whom the child is saying has hurt her/him.
- make careful records of what was said, put the time when the child spoke to you, the time you wrote your transcript and the date, place and people who were present, as well as what was said, using child's own language and colloquialisms. Then sign it, and hand your record to the CPLO straight away.
- Keep any notes that you made at the time, along with your record, as they may be useful later
- negotiate getting help
- find help quickly.

**Things you should not do:**

- You must not promise a child complete confidentiality – you should explain that you may need to pass information to other professionals to help keep them or other children safe
- malign the character of the alleged perpetrator
- jump to conclusions
- try to get the child to ‘disclose’
- ask for lots of details about the alleged event(s)
- speculate or accuse anybody yourself
- make promises you can't keep
- pre-empt or prejudice an investigation by leading the child with closed questions.

**Questioning Skills**

To avoid leading questions when clarifying what a child has said, you should use open questions with a child rather than closed questions. The following table gives some examples of both.

<u>Closed Questions</u>	<u>Open Questions</u>
Do	Tell me .....where
Did	Who
Can	Describe
Would	How
Could	What
Are etc.	When
	Show me
	Talk

Avoid using ‘Why’? This can confuse a child and leads to feelings of guilt.

**Initial Responses to child**

When a child has made a disclosure, it can be a relief for them, however they are likely to feel vulnerable and confused. Here are some examples of what can be said to a child;

Do say:	Do not say
‘Thank you for telling me’	‘It will be all right soon’
‘I am sorry it has happened to you’	‘Anything which you will not be able to fulfil’
‘I am going to help you, and will tell you what I am going to do’	‘It is anybody’s fault’
‘It should not have happened’	
‘You are not to blame’	

Safe Working Practice

It is essential that all staff, Governors and volunteers working in schools are aware of how to pass on any concerns about other members of staff or volunteers and be conscious of how they should conduct themselves to minimise the risk of finding themselves as the subject of any child protection processes.

In dealing with allegations or concerns against an adult in the school all staff, volunteers and Governors should:

- Report to the Headteacher any concerns about the conduct of other school staff, volunteers, Governors or other adults on the school site.
- Inform the Headteacher as soon as practical if a child makes an allegation against a member of staff, volunteer, Governor or other adult on site (within no more than 24 hours).
- If the allegation is against the Headteacher, the concerns need to be raised with the Chair of Governors, or the nominated Governor for dealing with allegations against the Headteacher (within no more than 24 hours).
- In either event the Headteacher should contact the Local Authority Designated Officer on 02392841220.

### **Staff Code of Conduct**

The school has a 'Prudence' policy provided to all staff and volunteers. They are asked to sign off that they have read and accepted the Code of Conduct. All staff (paid and voluntary) are expected to adhere to a professional code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the School's Behaviour Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary physically to restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Headteacher and parents. Any physical restraint used will comply with DfE and Local Authority guidance.

Discussion of the procedures set out in that document forms a vital part of our induction procedures. The model code of conduct provides guidance for teachers and other members of staff when faced with handling any issue relating to child abuse. It is not intended to be a substitute for proper training. The Headteacher should always be informed if a member of staff has any concerns in order to ensure the activation of appropriate procedures

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; including musical instrument tuition, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. All teaching rooms will have clear and unobstructed glass panels in the doors.

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the School. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headteacher. Visits/telephone calls, texts or emails by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Headteacher. Any unplanned contact of this nature or suspected infatuations or "crushes" will be reported to the Headteacher. Staff are actively discouraged from disclosing their personal telephone numbers etc. to pupils or parents.

Staff are reminded of the need to exercise professional judgement in order that they do not leave themselves exposed to the risk of vexatious allegations particularly in one to one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil etc.

### **Induction and training**

Every new member of staff, including part-timers, temporary, visiting and contract staff working in School, must be told of their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the CPLO.

- Child protection training is also given to new staff, members of the Advisory Board and volunteers. Everyone attends refresher training at least every three years.
- Training in child protection is an important part of the induction process. More detail is set out in our policy on Induction of new staff, Advisory board and volunteers, in Child Protection. We follow the procedures set out by the Hampshire Safeguarding Children Board and take account of guidance issued by the Department for Education (DfE).

Training in child protection is an important part of the induction process for new staff and regular volunteers. We recognise

that the school is an agent of referral and not of investigation: no action will be taken knowingly which might undermine a criminal investigation.

### **Raising awareness with pupils**

We pride ourselves on our culture of open and effective communication between the staff and pupils, and on our excellent pastoral support structures at Chiltern. We prepare all our pupils to make reasoned, informed choices, judgments and decisions. Time is allocated in PSHCE and form time for discussion of child abuse and in developing in pupils the confidence which they require to recognise abuse and to stay safe. From time to time members of the Headteacher will base circle time and assemblies on related topics. All children know that there are adults to whom they can always turn if they are worried and we have developed many ways in which children are encouraged to talk about issues of concern to them. Some of these are listed here.

### **Promotion of Welfare**

The ethos of Chiltern is to promote social and moral well-being, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults. All our pupils are encouraged to take part in a large number of charitable activities including supporting those that work on behalf of children living in less favourable conditions than is acceptable. We see this as making an important contribution towards the development of the whole person, who grows up to value society and expect to make a personal contribution towards society as a whole.

### **Equal treatment**

We are committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, sexual orientation or social background. We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. (Please refer to our Equality and Diversity Policy)

### **Bullying**

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable. (Please refer to our Anti-Bullying Policy)

### **First Aid and Medical Plans**

Except in cases of emergency, first aid will only be administered by qualified First Aiders. All first aid treatment will be recorded and where significant will be shared with parents/carers at the earliest opportunity.

Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a medical plan that has been agreed with the parents.

### **Contractors**

Building contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this policy and the reasons for it. Long-term contractors who work regularly in the school during term time will be asked to provide their consent for CRB checks to be undertaken.

These checks will be undertaken when individual risk assessments by the Headteacher deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and sub-contractors will be issued with copies of the school's professional code of conduct for staff. Individuals and organisations that are contracted by the School to work with, or provide services to, pupils will be expected to adhere to this policy and their compliance will be monitored.

### **Records**

Brief and accurate written notes will be kept of all incidents of possible child protection or child in need concerns relating to individual pupils. Preferably the Pupil Safeguarding concerns sheet attached to this policy will be completed, although this may not always be possible. This information may be shared with other agencies as appropriate.

Child Protection records are not open to pupils or parents. Child Protection records are kept securely by the Designated Person and separately from educational records. They may only be accessed by the Designated Safeguarding Officers and the Headteacher. Referrals made to Children's Services under the Hampshire Safeguarding Children Board procedures will be recorded on the Inter-agency Referral form. If a pupil is withdrawn from the School having not reached the normal date of

transfer; due to a family move or any other reason, all efforts will be made to identify any new address and the School to which they are being admitted and to ensure that their educational records are sent without delay to that School. If the parent/carer fails to provide this information, an urgent referral will be made to the Local Authority in order that they might make further enquiries. If educational records are sent to this School concerning a child who is not registered by the parent, the records will be returned to the sending School with a note, advising them to refer to their Local Authority.

A child's name will only be removed from the School's Admissions Register in accordance with the Pupil Registration Regulations. Child Protection records will be sent to receiving schools separately and under a confidential cover.

The content of Child Protection Conference or Review reports prepared by the School will be in accordance with the Local Authority criteria and will, wherever possible, be shared with the parents/carer in advance of the meeting. The School will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies, as appropriate. We will maintain accurate records of those with Parental Responsibility and emergency contacts. Pupils will only be released to the care of those with Parental Responsibility or someone acting with their written consent. Child Protection records will be sent to receiving schools separately and under a confidential cover.

### **Safety in the school**

No internal doors to classrooms will be locked whilst pupils are present in these areas. Entry to School premises will be controlled by doors that are secured physically or by constant staff supervision. Authorised visitors to the School will be logged into and out of the premises and will be asked to wear their identity badges or be issued with School visitor badges. Unidentified visitors will be challenged by staff or reported to the Headteacher or School Office. Carelessness in closing any controlled entrance will be challenged. The presence of intruders and suspicious strangers seen loitering near the School or approaching pupils, will be reported to the Police and the Hampshire County Council Safeguarding Children Board with a view to alerting other local schools through appropriate systems. Parents, carers or relatives may only take still or video photographic images of pupils in school or on school organised activities with the prior consent of the school and then only in designated areas.. Registers will be kept of attendance of club members and the club supervisor will check them out afterwards.

### **Curriculum**

The School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for addressing the "Every Child Matters" outcomes framework. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils will be taught, for example;

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;
- to use assertiveness techniques to resist unhelpful pressure;
- emotional literacy.

All information technology equipment and internet/intranet access within the School will be subject to appropriate parental controls and the internet safety rules.

### **Complaints**

All complaints arising from the operation of this policy will be considered under the School's complaints procedure, with reference to the Hampshire Safeguarding Children Board Lead Officer as necessary. We will ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay once identified. The Proprietors will consider safeguarding issues and their implications for this policy on an annual basis. For this item, the Headteacher will report upon levels of child protection referrals made by the School during the past year, training undertaken by School staff and volunteers any changes in legislation or national/local guidance. Otherwise, this policy will be reviewed each year and updated as necessary.

## **Responsibilities of the Proprietor**

The Proprietor formally consider child protection/safeguarding issues and their implications for this policy once a year. For this item, the Headteacher will report upon levels of child protection referrals made by the School during the past year, training undertaken by School staff and any changes in legislation or national/local guidance. Day to day issues are delegated to the Headteacher, the Designated Safeguarding Officers (CPLO's) and the School and the CPLO . The Proprietor is responsible for:

- ✕ approving amendments to child protection arrangements in the light of changing Regulations or recommended best practice;
- ensuring that all adults who have had a lapse in service of three months will be checked through the Criminal Records Bureau;
- reviewing the policies and procedures for Child Protection annually to satisfy themselves that the duties outlined have been appropriately and efficiently discharged;
- nominating someone to have responsibility for Child Protection, (currently Fatima Wahid, The Proprietor);
- ensuring that any deficiencies or weaknesses in Child Protection arrangements are remedied without delay once identified;

reporting to the Independent Safeguarding Authority (ISA) immediately upon leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because the person is considered unsuitable to work with children

## Contacts

[pccraduty@portsmouth.gcsx.gov.uk](mailto:pccraduty@portsmouth.gcsx.gov.uk)

### Useful Telephone Numbers

Social Care Enquiries Joint Action Team	0845 671 0271
Emergency Duty Team - for out of hours referrals	08456 004 555
Local Authority Designated Officer	023 9284 1220
Hampshire Police	0845 045 45 45
NSPCC Child Protection Helpline:	0808 800 5000
Child-Line:	0800 1111

For general enquiries please phone: 02392 841540.  
or email: [caf.enquiries@portsmouthcc.gcsx.gov.uk](mailto:caf.enquiries@portsmouthcc.gcsx.gov.uk)

Hampshire Safeguarding Children Board Chair:

Jimmy Doyle [jimmy.doyle@portsmouthcc.gov.uk](mailto:jimmy.doyle@portsmouthcc.gov.uk)

Hampshire Safeguarding Children Business Manager:

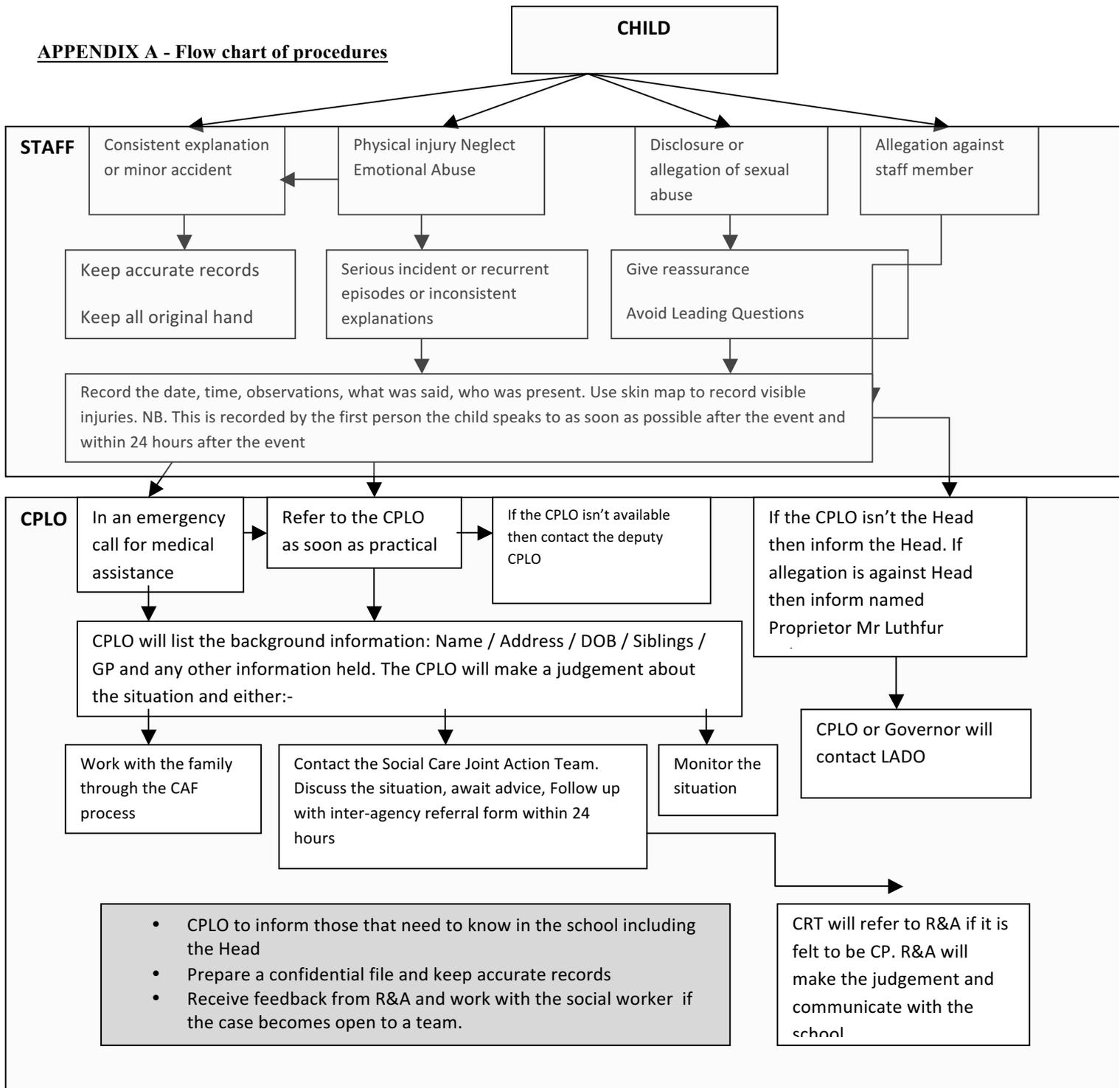
David Hogg [david.hogg@portsmouthcc.gov.uk](mailto:david.hogg@portsmouthcc.gov.uk)

Hampshire Safeguarding Children Board Administrator:

Aileen Blakely [aileen.blakely@portsmouthcc.gov.uk](mailto:aileen.blakely@portsmouthcc.gov.uk)

Telephone 02392 841540

**APPENDIX A - Flow chart of procedures**



## **Appendix B - What Is Child Abuse?**

The following definitions are taken from HM Government (2006) Working Together to Safeguard Children. London: The Stationery Office. [www.everychildmatters.gov.uk/safeguarding](http://www.everychildmatters.gov.uk/safeguarding)

### **What is abuse and neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

### **Physical abuse**

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

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, 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, though it may occur alone.

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g., rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

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

### **Indicators of Abuse**

#### **Sexual Abuse - The nature of sexual abuse**

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic

- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

### **Physical observations**

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain
- behavioural observations
- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

### **Specific safeguarding issues**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk) Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- CSE: CSE is Child Sexual Exploitation. In very basic terms, it involves a victim being targeted and groomed by adults, with the intention of sexually assaulting and/or raping them - <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited> (see also below)
- Bullying including cyberbullying: Cyber bullying (also called 'online bullying') is when a person or a group of people uses the internet, email, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else. - <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- Domestic violence and abuse: The definition of domestic violence is ‘Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality’. The issue of children living with domestic violence is now recognised as a matter for concern in its own right by the government and key children’s services agencies. The link between child physical and/or sexual abuse and domestic abuse is high, with estimates ranging between 30% - 66%. Children living domestic violence and abuse suffer emotional and psychological maltreatment and it often affects every aspect of their life. - <https://www.gov.uk/domestic-violence-and-abuse>
- Drugs: Parental drug/alcohol use can cause concern about the welfare of children and is clearly a risk factor as evidenced by serious case reviews and research. Drug/alcohol use by itself will not lead to a child being considered at risk of abuse or neglect. But professionals should positively ascertain why they think a parent’s drug/alcohol use is at a “safe” or “manageable” level and does not constitute a child protection issue. The long term effect of substance misuse may not be immediately apparent but the continued absence, emotional or physical unavailability of a parent through substance misuse can be very detrimental to children and young people in numerous ways. - <https://www.gov.uk/government/publications/drugs-advice-for-schools>
- Fabricated or induced illness: fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child’s biological mother, exaggerates or deliberately causes symptoms of illness in the child. - <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- Faith abuse: Belief in witchcraft, spirit possession and other forms of the supernatural can lead to children being blamed for bad luck, and subsequently abused. Fear of the supernatural is also known to be used to make children comply with being trafficked for domestic slavery or sexual exploitation. - <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- 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. - <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines> (see also below)
- Forced marriage: A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. - <https://www.gov.uk/forced-marriage>
- Gangs and youth violence: Defining a gang is difficult, however it can be broadly described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. Violence is a way for gang members to gain recognition and respect by asserting their power and authority in the street, with a large proportion of street crime perpetrated against members of other gangs or the relatives of gang members. Youth violence, serious or otherwise, may be a function of gang activity. However, it could equally represent the behaviour of a child acting individually in response to his or her particular history and circumstances. - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/226293/Advice\\_to\\_Schools\\_and\\_Colleges\\_on\\_Gangs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf)
- Gender-based violence/violence against women and girls (VAWG): Violence that is directed against a woman or girl because she is a female, or that affects women and girl disproportionately - <https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>
- Mental health: Mental health problems do not, in themselves, make poor parenting inevitable and most parents with mental health problems are able parents. However, particularly severe, complex or long standing mental health problems may have a significant impact on a person’s functioning and their ability to parent. National research and evidence shows that if not dealt with, such issues and risks can significantly reduce the life chances for children and even lead to children being directly harmed. - <https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>
- Private fostering: A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18 if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. - <https://www.gov.uk/government/publications/children-act-1989-private-fostering>

- Sexting: 'Sexting' is an increasingly common activity among children and young people, where they share inappropriate or explicit images online or through mobile phones. - <http://ceop.police.uk/>
- Teenage relationship abuse: Teenagers experience as much relationship abuse as adults. Several independent studies have shown that 40% of teenagers are in abusive dating relationships. Domestic violence is still a 'hidden' issue in our society; and it is even more so for teenagers. This is exacerbated by the fact that adolescents can be more accepting of, and dismissive about, this form of behaviour than adults. - <https://www.gov.uk/government/collections/this-is-abuse-campaign>
- Trafficking: Child trafficking is a very serious issue which can have a devastating and lasting impact on its victims. Children can be trafficked into, within and out of the UK. - <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

#### Further information on Child Sexual Exploitation and Female Genital Mutilation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

## APPENDIX C

The Headteacher of the School will review the safeguarding policies on an annual basis.

This sheet records the dates when the policies were reviewed by the Head.

This policy has been drawn up with reference to the following:

Working Together to Safeguard Children (2010)

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetailsandPageMode=publicationsandProductId=DCSF-00305-2010>

Safeguarding Our Children - 4LSCB Procedures (2007)

<http://www.4lscb.org.uk/documents/4lscbproceduresupdated220708.pdf>

Safeguarding Children and Safer Recruitment in Education (DCSF 2007)

[http://www.teachernet.gov.uk/\\_doc/8592/Recruit.pdf](http://www.teachernet.gov.uk/_doc/8592/Recruit.pdf)

Child Protection - Dealing with Allegations against, and concerns about Staff (HCC 2006)

<http://www.hants.gov.uk/education/eps/child-protection/>

Guidance for Safer Working practices for Adults who Work with Children and Young People (2007)

<http://www.everychildmatters.gov.uk/resources-and-practice/IG00311/>

What to do if you are Worried a Child is Being Abused (HM Govt. 2006)

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=searchresultsandft=%2bchild+%2babuseandpn=1andsb=6andrpp=1andShowHide=4andArea=1>