

CHILD PROTECTION POLICY FOR WARK C OF E FIRST SCHOOL

INTRODUCTION

Wark C of E First School fully recognises its responsibility for safeguarding and promoting the welfare of children

Rationale

Wark C of E First School believes that pupils have a fundamental right to be protected from harm and that they cannot learn unless they feel secure. We also believe that all staff working in school have a right to personal support and guidance concerning the protection of pupils.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and a whole school protective ethos.

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse.

SUPPORT TO CHILDREN who may have been abused.

SAFER RECRUITMENT AND MANAGING ALLEGATIONS AGAINST STAFF
Our policy applies to all staff and volunteers working in the school including community education staff and governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child.

1. PREVENTION

1.1. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. We will therefore raise awareness of child protection issues and equip children with the skills to keep them safe.

1.2. The school will therefore:

- 1.2.1. establish and maintain an environment and positive ethos where children feel secure, supported and are encouraged to talk, are listened to, can learn, develop and feel valued;
- 1.2.2. ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;

- 1.2.3. include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- 1.2.4. include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills

2. PROCEDURES

- 2.1. We will follow the procedures set out in Interagency Procedures produced by the Northumberland Safeguarding Children Board, and in [‘Working Together’ 2013](#)
- 2.2. The school will (in accordance with the Education Act 2002 and [Safeguarding and Safer Recruitment in Education 2010](#)):
 - 2.2.1. Ensure it has a designated senior member of staff for child protection who has undertaken appropriate training. The training should be updated every two years. There are contingency arrangements should the designated member of staff not be available.
 - 2.2.2. Recognise the importance of the role of the designated person for child protection and arrange support and training.
 - 2.2.3. Ensure every member of staff (including temporary and supply staff and volunteers, and on-site contracted services) and every governor knows:
 - the name of the designated person and her/his role
 - that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the NSCB procedures
 - where the school’s Child Protection Procedures and the NSCB procedures are located
 - ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure

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- 2.2.4 Provide training for all staff from the point of their induction, and updated every three years at a minimum, so that they know
- their personal responsibility,
 - the NSCB procedures,
 - the need to be vigilant in identifying signs of abuse
 - how to support and to respond to a child who tells of abuse
- 2.2.5. Undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this.
- 2.2.6. Notify the local children's social care team if:
- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
 - if there is an unexplained absence of a pupil who is subject to a Child Protection Plan of more than two days duration from school (or one day following a weekend or as agreed as part of any child protection or core group plan)
- 2.2.7 Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial child protection conferences, core groups and child protection review conferences;
- 2.2.8. Keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the locality team immediately;
- 2.2.9. Ensure all records are kept secure and in locked locations;
- 2.2.10. Ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies

3. SUPPORTING CHILDREN AT RISK

- 3.1. We recognise that children who are abused or witness violence or abuse may find it difficult to develop a sense of self-worth and may not see the world as a safe place or see adults as safe people they can trust. They may feel helplessness, humiliation and some sense of self-blame.

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- 3.2. The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 3.3. We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention and will need to support them in accordance with his/her agreed child protection plan.
- 3.4. The school will endeavour to support the child through:
 - 3.4.1. the content of the curriculum to encourage self esteem and self motivation (see section 2);
 - 3.4.2. The school ethos which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued (see section 2);
 - 3.4.3. The school's behaviour recognises the need to support vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
 - 3.4.4. liaison with other services which support the pupil such as targeted support services, CYPS, local Children's Social Care teams, Local Inclusion Support Teams (LISTs), school health etc;
 - 3.4.5. A commitment to develop effective and supportive relationships;
 - 3.4.6. Recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection;
 - 3.4.7. Vigilantly monitoring children's welfare, keeping records and notifying the local Children's Services social care team **as soon as there is a concern;**
 - 3.4.8. Transferring information of a pupil subject to a Child Protection Plan to a new school immediately should that child leave the school.

4. ENSURING SUITABILITY OF ADULTS WORKING WITH CHILDREN

- 4.1. **Compliance with the [Disclosure and Barring Service 2012](#)** (previously Vetting and Barring Scheme 2009)

- 4.2. The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 4.3. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.
- 4.4. The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and will be referred to the Police and LADO for investigation (Sexual Offences Act 2003).
- 4.5. The school will promote an e-safety policy and when appropriate seek guidance and support from the Local Authority e-safety officer (John Devlin).
- 4.6. The school will promote responsible use of social networking sites by education staff. Please refer to [Circular letter \(G10-11\) 9th January 2011](#) (Safer Working Practices for Adults)
- 4.7. For advice on dealing with indecent or potentially illegal images of children please see Appendix E.

OTHER RELEVANT POLICIES

4.8. Physical Intervention

- 4.8.1. Our policy on physical intervention by staff is set out in a separate document, is reviewed annually by the governing body, and is influenced by the DfE publication '[Use of reasonable force 2013](#)'. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 4.8.2. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

4.9. Anti-Bullying

Our policy on anti-bullying is set out in a separate document and is reviewed annually by the governing body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

4.10. **Racist Incidents**

Our policy on racist incidents is set out in a separate document and is reviewed annually by the governing body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

4.11. **Health & Safety**

Our Health & Safety policy, set out in a separate document, is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

4.12. **Children with additional needs**

We recognise that statistically children with behavioural difficulties and disabilities are vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour difficulties are particularly sensitive to signs of abuse.

4.13. **Confidentiality and Information Sharing**

- 4.13.1. Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior manager or outside agency as required.
- 4.13.2. The Head Teacher or designated person will disclose any information about a pupil to other members of staff on a need to know basis only.
- 4.13.3. **All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.**
- 4.13.4. All staff must be aware that they cannot promise a child or an adult to keep secrets/confidences/disclosures.

5. GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

- 5.1. The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.
- 5.2. It will:
 - 5.2.1. designate a governor for child protection who will oversee the schools child protection policy and practice and champion child protection issues
 - 5.2.2. ensure an annual report is made to the governing body on child protection matters to include changes affecting CP policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum
 - 5.2.3. ensure that this policy is annually updated and reviewed
- 5.3. If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.
- 5.4. Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.
- 5.5. If another organisation uses the school premises as part of a letting arrangement then the school will require copies of that organisation's child protection procedures before the letting commences.

Missing from Education

To view Northumberland County Council's policy on reducing the risk of children going missing from education please see Appendix D.

Promoting E-safety in Northumberland Schools.

A comprehensive booklet about e-safety and children is available to download on the [Safeguarding](#) area of the Northumberland County Council website and Northumberland's [grid for learning](#).

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Our designated member of staff with responsibility for Child Protection issues is/are:

Amanda Taylor – Head Teacher

Mike Boucetla – Deputy Head Teacher

Last trained Amanda Taylor Feb 2018 , Mike Boucetla Sept 2018

E-Safety

Our E-Safety Co-ordinator is:

Mike Boucetla – Deputy Head Teacher

Safer Recruitment and Selection on-line training

One member of the selection panel for staff appointments must have completed either the on-line or face-to-face safer recruitment training

Amanda Taylor – Head Teacher 09/02/2018

Michael Boucetla - Deputy Head Teacher 14/09/2018

This policy will be reviewed in Feb 2020

Signed by the Head Teacher

APPENDICES

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Appendix A

Contacts

Advice Area	School Contact(s)
Discussion about a CP or child welfare referral	Through school to children's social care teams: Alnwick- 01665 626830 Ashington- 01670 629200 Berwick – 01289 334000 Blyth – 01670 354316 Cramlington – 01670 712925 Hexham – 01434 603582 Disabled Children's team – 01670-516131 Leaving Care Team – 01670 714925
Advice on the operation of CP/Safeguarding Procedures , how to refer and where	Steve Day Safeguarding Standards Manager & Principal Social Worker – 01670 624037 /or Independent Reviewing Officers 01670 623965
Lead roles in relation to responding to allegations against staff (including those not employed by school)	Chris O'Reilly (as LADO for all allegations against professionals who work with children) 01670 623979 Suzanne Hendey (01670 623611) or Ian Harbottle (01670 623605) re school staff Hugh Cadwallader (01670 623126) for centrally employed education staff
CP Allegations relating to school transport	Chris O'Reilly LADO (01670 623979)
Model CP Policy for schools	Jane Walker (01670 622734)
Policy on use of restraint in schools	Chris Farley (01670 624184)
Recruitment and Selection/Vetting and Barring	Suzanne Hendey/Ian Harbottle/Hugh Cadwallader

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Co-ordination of Training Requirements for Designated staff (CP)	Anne Lambert (01670 623159)
MAPPA – Risk Management re individuals who may pose a risk to children	Patrick Boyle/MAPPA (10670 624035)
Monitoring/Quality Assurance re operation of schools safeguarding arrangements	Tony Mays (01670 622767)
Children Missing from Education	Chris Farley (01670 624184)

Appendix B

Standards for Effective Child Protection Practice in Schools

A school should measure its standards with regard to safeguarding against the expectations of the Ofsted framework for the inspection of schools (section 5) and the arrangements of the Local Safeguarding Children's Board (LSCB).

In best practice, schools:

1. operate safe recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to DfE guidance on safer recruitment, including the maintenance of a single central register of all staff (including volunteers) with DBS numbers and training record;
2. have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
3. provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
4. work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
5. are vigilant in cases of suspected child abuse, recognising the signs and indicators, have clear procedures whereby teachers report such cases to

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senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;

6. monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
7. provide and support child protection training regularly to school staff every three years and in particular to designated teachers every two years to ensure their skills and expertise are up to date;
8. contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
9. use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account sex and relationships guidance.
10. provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;
11. have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of the schools position on this issue and who they can contact for support;
12. take particular care that pupils with additional needs in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are supported to express themselves to a member of staff with appropriate communicative skills;
13. have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance is ['Safeguarding children and safer recruitment in education' \(2010\)](#)
14. have a written whole school policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.

Appendix C

Frequently Asked Questions

What do I do if I hear or see something that worries me?

Tell the designated member of staff or head teacher.

If that is not possible, telephone Children's Services (Children's Social Care Locality Team) as quickly as possible. (In an emergency call 999 for the police)

What are my responsibilities for child protection?

To know the name of your designated member of staff for Child Protection and who to contact if they are not available

To respond appropriately to a child

To report to the Designated Person

To record your concerns - 'Don't do nothing'

Can I go to find someone else to listen?

No. You should never stop a child who is freely recalling significant events.

Can I promise to keep a secret?

No! The information becomes your responsibility to share in order to protect. As an adult, you have a duty of care towards a child or young person

Can I ask the child questions?

No! Nor can you make judgements or say anything about the alleged abuser; it may be construed as contriving responses.

*You **can** ask a child to repeat a statement.*

Do I need to write down what was said?

Yes, as soon as possible, exactly what was said. (Date and signature)

Appendix D

Children who go missing from education



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Missing Out - (Childre

Appendix E

Dealing with indecent or potentially illegal images of children



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with indecent pupil im

Appendix F

Dealing with allegations against people who work with children

What is a Local Authority Designated Officer or LADO?

The role of the LADO was initially set out in the HM Government guidance Working Together to Safeguard Children 2010 and continues in Working Together 2013.

Appendix 5 outlines the procedures for managing allegations against people who work with children, for example, those in a position of trust.

The LADO works within Children's Services and should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

This role applies to paid, unpaid, volunteer, casual, agency and self-employed workers and all adults outside the school workforce. They capture concerns, allegations or offences; this can include concerns about their own personal life, e.g incidents of domestic violence or child protection concerns relating to their own family.

If there is an allegation against the Headteacher then concerns should be reported directly to the Chair of Governors and LADO.

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The LADO is involved from the initial phase of the allegation through to the conclusion of the case. They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

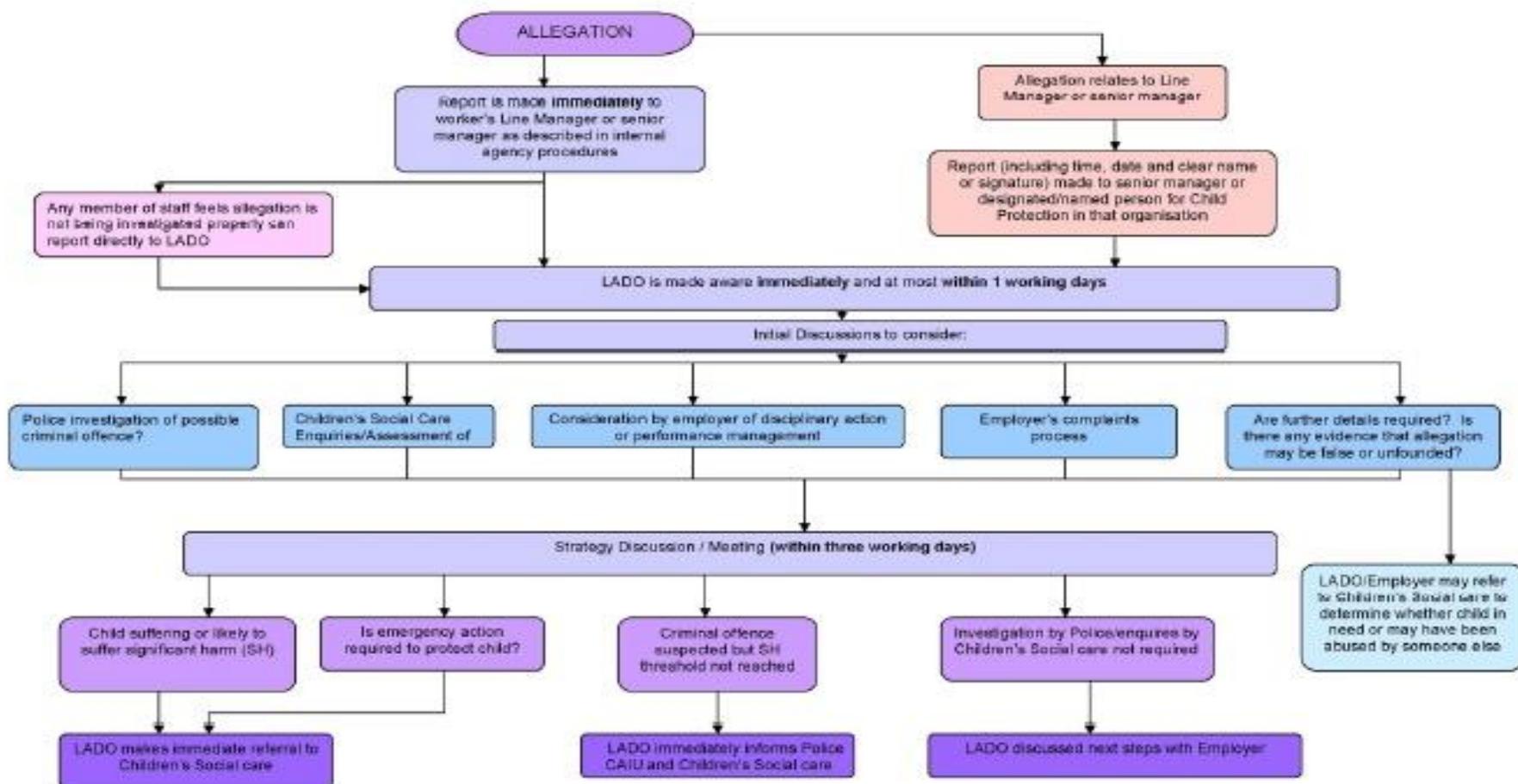
The LADO co-ordinates information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible – see flow chart below.

The LADO for Northumberland is **Chris O'Reilly**.

Chris can be contacted by email or telephone:

Chris.O'Reilly@northumberland.gcsx.gov.uk
01670 623979

Dealing with allegations against people who work with children



Appendix G

School Child Protection Files – a guide to good practice

Child protection file should include:

- Copy of referral form
- Minutes of strategy meetings
- Any written submission to a child protection conference / child protection plan review
- Minutes of child protection conference / child protection plan reviews
- Log of phone calls / contact with parent/carer and professionals

All safeguarding concerns raised with the DP (whether or not they require referral to Children's Social Care) should be recorded. This should include any action taken by the member of staff raising the concern and also any action taken by the designated person (eg talking to child individually, contacting parents, taking advice from other professionals etc). These records should be kept, as with a child protection file, securely, separate to the child's main school file.

At the point of transfer to another school, child protection records should be transferred directly from DP to DP, separate to the child's main school file.

The main school file should have a 'flag' which shows that additional information is held by the DP.

Appendix H

Further references

For further information, advice and guidance please visit the [Safeguarding](#) web area of the Northumberland County Council website.

Appendix I

Background information for staff

Recognising Abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

1. Physical abuse: Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

2. 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 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.

3. Sexual abuse: 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.

4. 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); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from Working Together to Safeguard Children (HM Government, 2015).

Understanding neglect

Adapted from The Conundrum of Neglect, Professional Social Work, April 2016

Neglect and emotional abuse constituted 78% (38,890) of the child protection plans in place in March 2015.

Unlike other types of abuse, which are more likely to have acute episodes and key events to record, neglect may be chronic and continuous. A key feature of neglect is that the impact for the child may be gradually accumulating even whilst the neglect may not noticeably changing over time. This can create difficulties for professionals in identifying when to intervene if nothing substantial appears to have changed.

It is important to understand that neglect is not one entity. In considering the appropriate response to neglect, staff may find the information below helpful. Please note that a response should occur in all cases where neglect is known or suspected.

Passive neglect - is where parents or carers are overwhelmed by circumstances in their lives and feel unable to cope. Examples of this may include issues arising from chronic poverty, poor housing conditions or poor physical / mental health. This may result in the children lacking boundaries, not attending school or feeling anxious about having to provide care and support to their parents. In this situation, early help and multiagency processes as outlined in the Early Help procedures on page 18 should be instituted, with the aim of providing support and care to the parent so that they have the means to parent adequately.

Chaotic neglect - is where parents or carers have had poor parenting experiences themselves leaving them with little understanding of the needs of their children or how to parent well. This may result in parents focusing on themselves, having little tolerance and no routine for their children. Parents in this situation may be active when engaged in disputes

with agencies regarding their children, but may not understand the impact of their actions on their children. Responding to this will also involve multi-agency Early Help procedures assisting parents in understanding the needs of their children and recognising the impact of their current behaviours.

Active neglect is deliberate and intentional. Unlike passive or chaotic neglect, it is not a consequence of parents or carers who are exhausted or lacking competence. It is where a parent or parents turn on and scapegoat a child or children. The child might be linked with memories of traumatic events or jealousy over a previous relationship, it may be associated with domestic abuse or it may simply be the consequence of an adult seeking power and control.

The danger with active neglect is that there might be a rapid and unseen escalation to severe abuse. Where active neglect is known or suspected, a quick and decisive response is required in consultation with Children's Social Care or via the appropriate local referral arrangements. Active neglect may result in a criminal investigation and prosecution or injunctions removing the parent or child from the family home.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All students and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education.

Please also refer to issues in relation to children who are sexually harmful or abusive towards other children.

Sexual Exploitation of Children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol and sometimes accommodation.

Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to the trafficking of children.

All staff are made aware of the indicators of sexual exploitation of children and all concerns are reported immediately to the DSL.

Academies should teach students about consent and the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often

does not recognise the coercive nature of the relationship and does not see her/himself as a victim. The child may initially resent what she/he perceives as interference by staff but staff must act on their concerns, as they would for any other type of abuse.

Preventing radicalisation

The school is committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. The school promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing pupils with the opportunity to learn how to discuss and debate points of view and to understand a range of faiths; and by ensuring that all pupils are valued and listened to within school.

All staff are made aware of the importance of identifying indicators of children being radicalised and all concerns are reported immediately to the DSL. The school will make appropriate referrals in respect of any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

The school expects all staff, volunteers, governors, visiting professionals, contractors and individuals or agencies that hire school premises to behave in accordance with the school's Staff Behaviour Policy (Code of Conduct), will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult.

So-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Staff will be alert to the possibility of a child being at risk of HBV or already having suffered HBV.

All forms of so called HBV are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBV to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police, and/or Children's Social Care as with any other child protection concern; and may also contact the Forced Marriage Unit for advice as necessary.

Female genital mutilation (FGM) is a form of child abuse.

FGM is a collective term for procedures which include the removal of part or all of the external female genitalia for cultural or other non-therapeutic reasons, or other injury to the female genital organs. The practice may be performed without anaesthetic, with non-sterile equipment and has no medical benefit whatsoever. It is, often extremely painful and can have serious health consequences, both at the time when the mutilation is carried out and in later life. The procedure can be performed on girls aged between 4 and 13 in some communities, but is very individual as other communities may perform it on new-born infants or on young women before marriage or pregnancy.

FGM has been a criminal offence in the U.K. since the Prohibition of Female Circumcision Act 1985 was passed. The Female Genital Mutilation Act 2003 replaced the 1985 Act and makes it an offence for the first time for UK nationals or permanent UK residents to carry out FGM abroad, or to aid, abet, counsel or procure the carrying out of FGM abroad, even in countries where the practice is legal.

The following are some signs that the child may be at risk of FGM:

- The girl asks an adult for help;
- The family belongs to a community in which FGM is practiced; however this in itself is not the sole reason for a referral to children's social care;
- The family makes preparations for the child to take a holiday to their country of origin or another country where the practice is prevalent, e.g. arranging vaccinations, planning an absence from school. Again this does not necessarily mean FGM will take place
- more information needs to be gained;
- The child talks about a 'special procedure/ceremony' that is going to take place;
- An awareness by a midwife or obstetrician that the procedure has already been carried out on a mother, or on other women or older girls in the family prompting concern for any daughters, girls or young women in the family. Again work with family is needed to gain more information.

Consider whether any other indicators exist that FGM may have or has already taken place, for example:

- 1 The child has changed in behaviour after a prolonged absence from school; or
- 2 The child has health problems, particularly bladder or menstrual problems. For more detail, please refer to the government multi-agency statutory guidance on female genital mutilation

(<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-femalegenital-mutilation>)

Indicators of Abuse

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

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A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming; - look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful; - be reckless with regard to their own or other's safety;
- self-harm; - frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development. Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

Impact of Abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Avoiding Poor Safeguarding Practice

This policy outlines good safeguarding practise. It should be noted that poor practice has the potential for children to remain at risk of serious harm. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of neglect and abuse, poor record keeping, failing to

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listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action. In order to avoid poor practice, staff should report any concern they have to the DSL.

Reference Documents

Keeping Children Safe in Education (DfE 2016) Working Together to Safeguard Children (DfE 2015) Protection Record Keeping Guidance (WCC Education Safeguarding Service)