

# St. John the Evangelist Catholic Academy

*A member of the Newman Catholic Collegiate*



## Policy on Safeguarding

Further advice on Safeguarding matters can also be obtained from:

Staffordshire County Council's Education Safeguarding Advice Service 01785 895836

Staffordshire Safeguarding Children's Board (SSCB) website at: [www.staffsscb.org.uk](http://www.staffsscb.org.uk)

First Response Team including LADO advice (0800 1313 126).

Emergency Duty Team (for out of office hours referrals for children and vulnerable adults)  
0845 6042886

NSPCC Whistleblowing helpline 0800 028 0285

Policy Written:	Date: March 2014
Ratified by the Academy Committee	Date: April 2015
Date for review:	Date: May 2018

# St. John the Evangelist Catholic Academy



## Safeguarding Policy

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### 1.0 Introduction

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#### 1.1

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2013, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance reflects, 'Keeping Children Safe in Education' 2014.

#### 1.2

The Academy Committee takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

#### 1.3

We recognise that all adults, including temporary staff<sup>1</sup>, volunteers and Academy Committee Representatives, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

#### 1.4

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

#### 1.5

The aims of this policy are:

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<sup>1</sup> Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governors

### **1.5.1**

To support the child's development in ways that will foster security, confidence and independence. To recognise that each child is unique and any action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.

### **1.5.2**

To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

### **1.5.3**

To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)

### **1.5.4**

To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children. Where there is a safeguarding issue, St. John the Evangelist Catholic Academy will work in accordance with the principles outlined in the Staffordshire Safeguarding Children Board Inter-agency Child Protection procedures:

### **1.5.5**

To emphasise the need for good levels of communication between all members of staff.

### **1.5.6**

To develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.

### **1.5.7**

To develop and promote effective working relationships with other agencies, especially the Police and Social Care.

### **1.5.8**

To ensure that all staff working within our academy have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory CRB/DRB check (according to guidance)<sup>2</sup>, and a central record is kept for audit.

The academy will also check that anyone appointed to work as a teacher is not subject to a prohibition order issued by the Secretary of State using the NCTL's Teacher Services system (previously known as the Employer Access Service). This service provides restriction information about teachers from the European Economic Area (EEA), and these checks will be recorded for staff from these countries.

[<https://teacherservices.education.gov.uk/> ]

The Prohibition from teaching check will be completed for everyone engaged in 'teaching work', whether a qualified teacher or not; and recorded on the Single Central Record.

For agency staff the academy will check that the person presenting at the academy is the same person that the agency has provided the vetting checks for.

The academy will keep a single central record, referred to in the regulations (described in the following paragraph) as the register. The single central record will cover the following people:

- all staff (including supply staff) who work at the academy, this means those providing education to children;
- all others who work in regular contact with children in the academy , including volunteers; and
- as an academy, members of the Academy Committee will have an Enhanced DBS Check (without barred list, unless they are additional in regulated activity).

The information recorded on these individuals is whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed:

- an identity check;
- a barred list check;
- an enhanced DBS check;
- a prohibition from teaching check;

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<sup>2</sup> Guidance regarding CRB checks recently updated by the Protection of Freedoms Act 2012

- further checks on people living or working outside the UK;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

## 1.5.9

Children, parents and other carers will be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances. Parents will be advised about the School Safeguarding Policy in the school prospectus and on admission to the school (e.g. in 'welcome' meetings). A copy of the Policy is available on the school website/at the school office on request .

### 1.5.9.1

To ensure:-

- explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- that individual family members are involved in decisions affecting them. That they are treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare. However, it may not be appropriate to advise parents/carers immediately about a referral depending on circumstances and the advice given by Children's Social Care. The welfare of the child is paramount in such situations.
- That each child is consulted about actions taken by others on his/her behalf in an age appropriate way. The concerns of children and their families will be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carer's request for confidentiality. If a child may be at risk of significant harm, there is a duty on the academy to share information with children's social care. This will be explained to the child and appropriate reassurance given when the child has expressly asked for confidentiality in these circumstances.
- Wherever possible, the Common Assessment Framework Process is utilised to provide early intervention and if necessary an assessment under Section 17 of the Children Act (1989). This is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

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## 2.0 *Safe School, Safe Staff*

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### 2.1

We will ensure that:

- All members of the Academy Committee and Board of Directors understand and fulfil their responsibilities, namely to ensure that:
- The Academy Committee utilise 'the experiences and expertise of their staff when shaping safeguarding policies' and that they provide opportunities " for staff to contribute to and shape safeguarding arrangements and child protection policy.'
- there is a Child Protection policy together with a staff behaviour (code of conduct) policy
- the academy operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- the academy has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- a senior leader has Lead Designated Child Protection Officer (DCPO) responsibility and that their job description includes a section outlining their responsibility for ensuring all safeguarding and child protection policies and procedures are adhered to.
- on appointment, the DCPOs undertake interagency training and also undertake DCPO 'new to role' and an 'update' course every 2 years. In addition the DCPOs will complete a yearly update.
- Will ensure that the DCPO lead responsibility is not delegated.
- all other staff have Safeguarding training updated on an annual basis with regular updates as appropriate.
- as part of the academy's requirement to ensure that 'mechanisms are in place to assist staff to understand and discharge their role and responsibilities" all staff will be expected to attend annual in-house training and sign a declaration form

to say that have read and understood Section One of "Keeping Children Safe in Education".

- any weaknesses in Child Protection are remedied immediately
- a member of the Academy Committee is, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Principal.
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
- the Academy Committee considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
- that enhanced DBS checks are in place for the Chair of the Academy Committee.

#### 2.1.1

The Lead DCPO, Mrs H. Butters, is a member of the Senior Leadership Team. The Deputy Designated Child Protection Officers are Mr. P, Turner and Mrs N. Meakin. These Officers have undertaken the relevant training, and, upon appointment will undertake 'DCPO new to role' training followed by biannual updates as well as annual updates.

#### 2.1.2

The DCPOs who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training (currently on-line on the DfE website) to be renewed every 5 years

#### 2.1.3

All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with and a copy of Section 1 of the latest "Keeping Children safe in Education" document.

#### 2.1.4

All members of staff are trained in and receive regular updates in e-safety and reporting concerns

#### 2.1.5

All other staff and academy representatives, have child protection awareness training, updated by the DCPO as appropriate, to maintain their understanding of the signs and indicators of abuse.

#### 2.1.6

All members of staff, volunteers, and academy representatives know how to respond to a pupil who discloses abuse through delivery of the Awareness Raising pack.

#### 2.1.7

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy.

#### 2.1.8

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

#### 2.1.9

Community users organising activities for children are aware of the academy's child protection guidelines and procedures.

#### 2.1.10

We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO<sup>3</sup> for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)<sup>4</sup> for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

2.1.11 Disclosure by association: The school will ask existing employees (and new employees as part of pre-employment checks) working with children and those who are directly concerned in the management of such provision to provide the relevant information not only about themselves but also about a person who lives or works in the same household as them. Staff will be asked to complete a disclosure by association form (Appendix 4)

2.1.12 All volunteers will be asked to complete a disclosure by association form (appendix 4) on an annual basis.

## 2.2

Our procedures will be regularly reviewed and up-dated.

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<sup>3</sup> LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer

<sup>4</sup> Contact the LADO for guidance in any case

### 2.3

The name of the designated members of staff for Child Protection, the Designated Child Protection Officers, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

### 2.4

All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DCPOs' names clearly displayed, as part of their induction into the school.

### 2.5

The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website.

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## **3.0 Responsibilities**

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### 3.1

The designated DCPOs are responsible for:

#### 3.1.1

Referring a child if there are concerns about possible abuse, to the *Local Authority*, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)<sup>5</sup>

#### 3.1.2

Keeping written records of concerns about a child even if there is no need to make an immediate referral.

#### 3.1.3

Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25<sup>th</sup> birthday, and are copied on to the child's next school or college.

#### 3.1.4

Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.

#### 3.1.5

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<sup>5</sup> Check with your LA for local alternatives

Liaising with other agencies and professionals.

### 3.1.6

Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.

### 3.1.7

Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.

### 3.1.8

Organising child protection induction, and update training every 3 years, for all academy staff.

### 3.1.9

Providing, with the Principal, an annual report for the Academy Committee, detailing any changes to the policy and procedures; training undertaken by the DCPO, and by all staff and Academy Committee Representatives; number and type of incidents/cases, and number of children on the child protection register (anonymised)<sup>6</sup>

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## 4.0 *Supporting Children*

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### 4.1

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.

### 4.2

We recognise that the academy may provide the only stability in the lives of children who have been abused or who are at risk of harm.

### 4.3

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

### 4.4

Our academy will support all children by:

4.41 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

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- 4.4.2 Promoting a caring, safe and positive environment within the academy.
- 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- 4.4.4 Notifying Social Care as soon as there is a significant concern.
- 4.4.5 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the academy medical records are forwarded as a matter of priority.

### *Talking to and listening to children*

If a child chooses to disclose, you SHOULD:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that you must pass this information on;
- make a careful record of what was said.

You should NEVER:

- take photographs of injuries;
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse - never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure or a 'statement'.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

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## 5.0 Confidentiality

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### 5.1

We recognise that all matters relating to child protection are confidential.

### 5.2

The Headteacher or DCPOs will disclose any information about a child to other members of staff on a need to know basis only.

### 5.3

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

### 5.4

Personal information should remain confidential. It should only be shared with the permission of the individual concerned (and/or those with parental responsibility) unless the disclosure of confidential personal information is necessary in order to protect a child or promote their welfare. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

"I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to."

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, included social service departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998

European Convention on Human Rights, Article 8). Wherever possible consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

When children transfer to a new school at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners. A process is in place for informing the school nurse team in these circumstances.

## 5.5

We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with *the Local Safeguarding Team (01782 296290/296280) if in any doubt.*

### ***Record keeping***

Well kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records should:

- state who was present, time, date and place;
- use the child's words wherever possible;
- be factual/state exactly what was said;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- be written in ink and signed by the recorder;

Records about child protection or pertaining to welfare concerns or issues, including CAF paperwork, will be retained securely and separately to the curriculum records of the child. If the child moves to another school or education setting, these records will be sent in a timely and secure manner to the Designated Child Protection person of the receiving school.

### ***Attendance at Child Protection Conferences***

The Designated Child Protection Person or their deputy will be expected to attend the initial Child Protection Conference and Reviews, and provide a written report. A suggested template for this report is available on:

<http://education.staffordshire.gov.uk/PupilSupport/SEN/Services/safeguarding/designatedstaff/>

Parents should be informed of what is in the report as there should be no surprises about the information shared at Conference.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or head of year to attend the subsequent core group meetings and they will be given appropriate support around safeguarding issues by the Designated Senior Person (DSP) for child protection.

### ***Protecting yourself against allegations of abuse***

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally.
- Avoid working in isolation with children unless thought has been given to safeguards. If staff find they are in a situation where they are working alone with a child they must take the baby monitor camera with them so that they may be monitored. At The Avenue the monitor is mounted in the main office. At Gloucester Road the monitor is mounted in Year 6. No footage is kept.
- Never give out personal mobile phone numbers or private e-mail addresses
- Do not give pupils lifts home in your car (unless this has been specifically agreed by senior management)
- Do not arrange to meet pupils outside of school hours
- Never 'befriend' or chat to pupils on social network sites
- Ex- pupils should be treated as existing pupils in relation to all of the above points

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent but under 18 years of age.

Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed. Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

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## ***6.0 Supporting Staff***

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### **6.1**

We recognise that staff working in the academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

### **6.2**

We will support such staff by providing an opportunity to talk through their anxieties with the DCPOs and to seek further support as appropriate.

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## **7.0            *Allegations against staff***

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### **7.1**

All academy staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

### **7.2**

All Staff will be made aware of *the Staffordshire Safeguarding Board's Guidance on Behaviour Issues*, and the academy's own *Behaviour Management* policy.

### **7.3**

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction<sup>7</sup>

### **7.4**

We understand that a pupil may make an allegation against a member of staff.

### **7.5**

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal<sup>8</sup>.

### **7.6**

The Principal on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)

### **7.7**

If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of the Academy Committee who will consult as in 7.6 above, without notifying the Principal first.

### **7.8**

The academy will follow the *academy's adopted "Managing Allegations against Staff" policy* procedures for managing allegations against staff. Under no circumstances will

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<sup>7</sup> Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website

<sup>8</sup> or Chair of Governors in the event of an allegation against the Principal

we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

#### 7.9

Suspension of the member of staff, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of the LADO and Personnel Consultant in making this decision.

#### 7.10

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of the Academy Committee with advice as in 7.8 above.

#### 7.11

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

#### 7.12

Any staff member, volunteer or governor who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with such a criminal offence, must inform the Principal. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during their employment at the school. (The Principal will inform staff working in the Early Years Foundation Stage that they are expected to disclose in these circumstances). The Principal will discuss any potential safeguarding matters with the LADO and any required action will be agreed.

#### 7.13

Any staff member, volunteer or Academy Committee Representative whose own children become subject to child protection investigations must inform the Principal. The Principal will discuss with the Local Authority Designated Officer (LADO) in regard to procedures for dealing with allegations against persons who work in a position of trust with children. Appropriate action will be agreed.

#### 7.14

In line with government guidance and SSCB procedures, the Head / Chair of Governors will contact a Local Authority Designated Officer (LADO) to discuss the allegation if the concerns are that an adult in a position of trust has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;

- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

*(Dealing with allegations of Abuse Against teachers and Other Staff -DFE statutory guidance 2012)*

This initial discussion will establish the validity of any allegation under SSCB procedures and if a child protection safeguarding referral is required due to a child having suffered or being at risk of suffering 'significant harm'. If this is the case a referral will be raised with the relevant Safeguarding team and a section 47 child protection strategy meeting will be convened that the Head / Chair should attend.

If an individual child is not identified but there are concerns about the behaviour of a person in a position of trust which require consideration by other agencies or organisations, the LADO will convene a Joint Evaluation Meeting (JEM) to consider the issues and any action required.

The decision of the strategy/Joint evaluation meeting could be:

- investigation by children's social care
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the school which should involve the a Senior HR advisor for the School.

If the matter does not meet the threshold for intervention by other agencies, but concerns remain about the conduct of a person in position of trust working with children, the school will take appropriate investigatory and, if appropriate, disciplinary action. Referrals to the Disclosure and Barring Service (DBS) will be made by the school when appropriate, in line with current guidance.

The fact that a member of staff offers to resign will not prevent the allegation procedure and any necessary disciplinary action reaching a conclusion.

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## **8.0 Whistle-blowing.**

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### **8.1**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

### **8.2**

All staff will be made aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. Staff have a professional duty to report concerns about the conduct of other adults working in the school if there are indications that a child or children could be at risk of harm. Adults working in this school are encouraged to raise any concerns about conduct or practice so that this can be addressed appropriately. Allegations of abuse made against adults working in the school, whether historical or current, should be reported to the Principal (or, if the allegation is against the Principal it should be reported to the Chair of the Academy Committee). Adults working in the school are also able to follow the 'Whistle Blowing Policy' if they feel unable to follow standard procedures relating to an allegation against staff. The academy's whistle blowing Policy is available from the academy office on request.

If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.

Staff can also use the NSPCC Whistleblowing helpline **0800 028 0285**

8.3 Whistle-blowing re the Principal should be made to the Chair of the Committee whose contact details are readily available to staff.

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## **9.0**      *Physical Intervention*

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### 9.1

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

### 9.2

Such events should be recorded and signed by a witness.

### 9.3

Staff who are likely to need to use physical intervention will be appropriately trained using recognised techniques as modelled by appropriately qualified trainers.

### 9.4

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.

### 9.5

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.<sup>9</sup>

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## ***10.0 Anti-Bullying***

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Our academy policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms of cyber, racist, homophobic and gender related bullying. All staff are aware of peer-to-peer abuse such as sexting and take the concerns raised by children seriously and do not pass them off as "banter" or as "part of growing up." We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

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## ***11.0 Racist Incidents.***

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### **11.1**

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

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## ***12.0 Prevention***

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### **12.1**

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

### **12.2**

The academy community will therefore:

#### **12.2.1**

Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

#### **12.2.2**

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<sup>9</sup> 'Guidance on Safer Working Practices is available on the DfE website

Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes

#### 12.2.3

Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

#### 12.2.4

Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the schools

designated child protection person should be informed immediately)

Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords etc Pupils should adhere to the school policy on mobile phones.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

#### 12.2.5

EYFS statutory framework document page 13 3.4 states that the safeguarding policy **must** include clear guidelines on the non use of personal mobile phones and personal cameras by all staff in the presence of children.

These are the procedures adopted at this school:

Staff at The Avenue site are required to keep their mobile phones on silent or switched off with their personal belongings in a designated lockable locker. Volunteers and visitors' will be expected to comply with this policy.

Staff are not allowed to access their mobile phones in the classroom during the school day but must use the staffroom or office areas.

A 'No mobile phone' sign is clearly displayed on the classroom door reminding all visitors of the no mobile phone policy

Staff should not use their own camera or phone to take or store images of children but must use school equipment. Any images taken are for the purposes of assessment, record

keeping, display, pupil work or for use in school publications and should be deleted as soon as practically possible after their primary purpose has been completed.

When on a school trip staff should use the academy mobile equipment to keep in touch with school and take/ store images. Staff are allowed to take their own personal phones on a school trip but should not use them whilst supervising children. However, acknowledging that staff forfeit break times on such occasions, then if use of a personal device is essential, then the staff member should make it clear to colleagues that this is what they are doing and where possible, without compromising the supervision of children, move away from the children to use the device.

**EYFS statutory framework documents page 13 3.5** states that the designated child protection person **must** provides support advice and guidance to any other staff on an ongoing basis and on any specific safeguarding issue as required. The designated child protection person should offer ongoing continuous professional development in child protection to all early years staff:

In this academy staff are fully aware of policy and procedure from induction and then Level one Safeguarding training within 6 months of appointment to be updated every three years. Staff seek advice as necessary and the designated Child Protection Officer includes child protection advice in performance management, staff meetings and to individuals as necessary.

**EYFS statutory framework documents page 14 3.6** states providers **must** train all staff (support staff, lunch time supervisor, and site supervisor) to understand their safeguarding policy and procedures, and ensure that **all** staff have up to date knowledge of safeguarding issues. In this school all staff have a thorough induction to include Safeguarding arrangements and are required to complete the Level 1 Child Protection training within 6 months of employment.

**EYFS statutory framework documents page 14 3.6 bullet point 6** states that safeguarding training **must** enable staff to identify inappropriate behaviour displayed by other members of staff or any other person working with the children. For example, inappropriate sexual comments, excessive one to one attention and inappropriate sharing of images. In this school the Whistleblowing Policy is cross referenced with the Safeguarding Policy and staff are made aware of it via memos and staff meetings etc

**EYFS statutory framework documents page 14 3.7** states that providers **must** have regard for the government statutory guidance 'Working Together to Safeguard Children' In this school the above document is accessible in the School Office next to the Principal's correspondence tray along with other safeguarding reference materials and staff reminded of this in staff meeting updates/ memos.

**EYFS statutory framework documents page 15 3.11** states that providers **must** tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the academy).

#### 12.2.6

As part of the academy's safeguarding procedures to protect all children using the internet the academy has "bought into" the "Policy Central Enterprise (PCE) e-Safety Monitoring Solution". This will allow the academy to monitor all use of the internet by both pupils and staff on a weekly basis.

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### ***13.0 Health & Safety***

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the academy environment, and for example in relation to internet use, and when away from the school and when undertaking academy trips and visits.

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### ***14.0 Extremism and Radicalisation***

14.1 The Counter-Terrorism and Security Act 2015, places a duty upon schools and other agencies to have due regard to preventing people from being drawn into terrorism ("the Prevent Duty".)

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

We emphasise that there is no place for extremist views of any kind in our school, whether from internal sources - students, staff or governors, or external sources - school community, external agencies or individuals. We are clear that this exploitation and will therefore view radicalisation as a safeguarding concern.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

There are a number of behaviours which may indicate a child or young person is at risk of being radicalised or exposed to extreme views. These include:-

- Spending increasing time in the company of other suspected extremists.

- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for other groups.

In addition, there may be an increase in prejudice-related incidents committed by that person - these may include:-

- Physical or verbal assault
- Provocative behaviour
- Damage to property
- Derogatory name calling
- Possession of prejudice-related materials
- Prejudice related ridicule or name calling
- Inappropriate forms of address
- Refusal to co-operate
- Attempts to recruit to prejudice-related organisations
- Condoning or supporting violence towards others.

The role of the curriculum in preventing Radicalisation and Extremism

Our PSHE provision actively promotes the spiritual, moral, social and cultural development of our pupils, in line with Promoting Fundamental British Values as part of SMSC in Schools DfE 2014

If staff become aware that a child is vulnerable to being radicalised or exposed to extreme views, (including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances;) this will be reported directly to the DSL.

The DSL will liaise with other appropriate agencies, and make referrals directly to the police if deemed necessary, at [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

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### ***15.0 Monitoring and Evaluation***

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Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Academy Committee Representatives' visits to the academy
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Academy Committee minutes
- Logs of bullying/racist/behaviour incidents for SLT and Academy Committee to monitor
- Review of parental concerns and parent questionnaires

***This policy also links to our policies on:***

*Behaviour,*

*Staff Behaviour Policy / Code of Conduct*

*Whistleblowing,*

*Anti-bullying,*

*Health & Safety*

*Allegations against staff,*

*Complaints*

*Attendance,*

*Curriculum*

*PSHE*

*Teaching and Learning*

*Administration of medicines*

*Drug Education*

*Sex and Relationships Education*

*Physical intervention*

*ESafety, including staff use of mobile phones*

*Risk Assessment*

*Recruitment and Selection*

*Child Sexual Exploitation*

*Intimate Care/ Toileting Policy*

<b><u>Policy Written:</u></b>		Date: March 2014
<b><u>Approved by:</u></b>	Senior Leadership Team	Date:
	Staff team	Date:
	Academy Committee	Date: March 2014
<b><u>To be reviewed:</u></b>		Date: March 2015
<b><u>Chair of Academy committee:</u></b>	Angela Jones	Date:

## Appendix one

### *Recognising signs of child abuse*

#### **Categories of Abuse:**

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

#### *Signs of Abuse in Children:*

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

#### ***Risk Indicators***

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

## ***Recognising Physical Abuse***

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

## **Bruising**

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting

- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

### **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

### ***Recognising Emotional Abuse***

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a "loner" - difficulty relating to others

### ***Recognising Signs of Sexual Abuse***

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true

consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### ***Assessment***

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** - consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** - agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience

- Knowledge of society's standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence
- **Coercion** - the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

### ***Recognising Neglect***

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

### *Child Sexual Exploitation*

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations

- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

## Further information on so-called 'honour based' violence

(This section will be updated when further guidance has been updated on 5<sup>th</sup> September)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

### **Actions**

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers<sup>73</sup> that requires a different approach (see following section).

For information only. Guidance will commence on 5 September 2016

### ***Forced Marriage (FM)***

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

### ***Female Genital Mutilation (FGM)***

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

#### **4 types of procedure:**

Type 1 Clitoridectomy - partial/total removal of clitoris

Type 2 Excision - partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

#### **Why is it carried out?**

Belief that:

- FGM brings status/respect to the girl - social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition

- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

