



Safeguarding and Child Protection Policy

Abbey College

September 2018

Contents:

Our safeguarding policy	page 3
Legal Framework	page 3
Prevention	page 4
Procedures	page 4-5
Liaison with other agencies	page 6
Record keeping	page 6
Confidentiality and information sharing	page 6
Communication with Parents	page 7
What school and college staff should look out for	page 7
Supporting vulnerable children	page 7
Looked After Children	page 8
Substance Misuse and Child Protection	page 9
Domestic Abuse	page 9
Female Genital Mutilation	page 9
Child Sexual Exploitation	page 9
Peer on Peer Abuse	page 9
Prevention of Radicalisation	page 9
Online safety	page 11
Preventing unsuitable people from working with children	page 11
Other related policies	page 12
Children with Special Educational Needs	page 13
Governing Body Child Protection Responsibilities	page 13
Appendix A: Four categories of Abuse	page 14
Appendix B: Contacts & Relevant Documents	page 15
Appendix C: Flowchart for raising a concern	page 16
Appendix D: Managing an allegation	page 17

Our safeguarding policy

This policy applies to all staff, including senior managers and the board of governors, paid staff, volunteers, agency staff, students or anyone working on behalf of Abbey College, Ramsey.

The purpose of this policy:

To protect children and young people who attend Abbey College.

To provide staff and volunteers with the overarching principles that guide our approach to safeguarding and child protection.

Abbey College believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all young people and to keep them safe. We are committed to practice in a way that protects them.

Legal framework

This policy has been drawn up based on law and guidance that seeks to protect children, namely:

Children Act 1989

The United Nations Convention on the Rights of the Child 1991

Data Protection Act 2018

Sexual Offences Act 2003

Children Act 2004

Safeguarding Vulnerable Groups Act 2006

Protection of Freedoms Act 2012

Children and Families Act 2014

The Counter-terrorism and Security Act, 2015

Special educational needs and disability (SEND) code of practice: 0 to 25 years – Statutory guidance for organisations which work with and support young people who have special educational needs or disabilities; HM Government January 2015.

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers; HM Government March 2015.

Sexual violence and sexual harassment between children in schools and colleges May 2018.

Working together to safeguard children; a guide to inter-agency working to safeguard and promote the welfare of children; HM Government July 2018.

Abbey College fully recognises the responsibility it has under section 175 (*Section 157 for Independent Schools and Academies*) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges in the most recent “Keeping Children Safe in Education” guidance. All staff must be made aware of their duties and responsibilities under part one of this document.

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care (Designated Person for Child Protection to refer using the flowchart detailed in Appendix C).

This policy sets out how the School’s governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the School. Our policy applies to all staff, paid and unpaid, working in the School including governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the School and its governors.

It is consistent with the Local Safeguarding Children Board (LSCB) procedures.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to children and the creation and maintenance of a whole school protective ethos.

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A).

SUPPORTING VULNERABLE CHILDREN those who may have been abused or witnessed violence towards others.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

1.0 PREVENTION

- 1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.
- 1.2 The School will therefore:
 - 1.2.1 Establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to.
 - 1.2.2 Ensure children know that there are adults in the School whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.
 - 1.2.3 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.
 - 1.2.4 Within our Social Studies curriculum we focus on developing essential skills for every child. This includes: self-esteem and confidence building, developing resilience, thinking independently, and making assessments of risk based on their own judgment.

2.0 PROCEDURES

- 2.1 **What school and college staff should do if a child is in danger or at risk of harm**

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.
- 2.1.1 We will follow the procedures set out in the Cambridgeshire Local Safeguarding Children Board "Inter-Agency Procedures". A copy of these procedures can be found on the LSCB website www.cambslscb.co.uk

The School will:
- 2.1.2 Ensure there is a designated senior person who has lead responsibility for child protection in the School and has undertaken, as a minimum, the 2-day child protection training course run by The Education Child Protection Service. The DP will have a copy of the Designated Person Information Booklet which contains all relevant guidance and advice to support them to carry out their role effectively.
- 2.1.3 Ensure that this training is updated every two years in accordance with government guidance.
- 2.1.4 In addition to their formal training as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.
- 2.1.5 Recognise the importance of the role of the Designated Safeguarding Lead (DSL) and Designated Persons (DPs) and ensure they have the time, training and support necessary to undertake their duties which include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need.
- 2.1.6 Ensure every member of staff, paid and unpaid, and the governing body knows who the designated members of staff are and the procedures for passing on concerns from the point

of induction. Annually, all staff undergoes Child Protection training. In addition, all new staff will undertake training on their arrival to the school. This is carried out by one of the Child Protection trained staff. Annually, all staff sign to say they have read Keeping Children Safe in Education, Part one: Safeguarding information for all staff.

- 2.1.7 Ensure every member of staff, paid and unpaid, and the governing body knows what the contingency arrangements are for when the designated members of staff are not available. This would be very unlikely due to the range of staff members available, however, the arrangement is to contact the Head teacher or a Deputy.
- 2.1.8 Ensure that the designated members of staff take advice from a child protection specialist when managing complex cases. The Designated Persons have access to professional consultations with staff working in the Multi-agency Safeguarding Hub (MASH) The Emergency Duty Team (out of hours) is also available (see Useful Contacts, Appendix B).
- 2.1.9 Have a governor with a special interest in child protection/safeguarding who has undertaken appropriate training.
- 2.1.8 Governing bodies should ensure every member of staff and every governor knows:
- the name of the designated person/s and their role
 - how to identify the signs of abuse and neglect
 - how to pass on and record concerns about a child
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL/DP
 - that they have a responsibility to provide a safe environment in which children can learn
 - where to find the Inter – Agency Procedures on the LSCB website
 - the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- 2.1.9 Governing bodies should ensure that Child Protection training for **all** staff (training record kept by HR) from the point of their induction is updated regularly, at least annually. They should receive regular safeguarding training and child protection updates, so that they are confident about:
- the School’s legislative responsibility
 - their personal responsibility
 - the School’s policies and procedures
 - the need to be alert to the signs and indicators of possible abuse, including possible child sexual exploitation, female genital mutilation and radicalisation
 - the need to record concerns
 - how to support and respond to a child who tells of abuse
- 2.1.10 Ensure that all staff, paid and unpaid, 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.
- 2.1.11 Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties on the School website.
- 2.1.12 Ensure that this policy is available publicly either via the School website or by other means.
- 2.1.13 Where pupils are educated off-site or in alternative provision, the School and the provider will have clear procedures about managing safeguarding concerns between the two agencies.
- 2.1.14 In these instances the School has completed safeguarding checks of the provider stated in the County Alternative Provision Education Directory section 3.
This includes the following specific arrangements:

- A designated and named person is responsible for all matters relating to the student are communicated directly with the named designated person at Abbey College, this is the Attendance Lead.
- Abbey College holds a copy of the alternative provider's Safeguarding Policy.
- A designated and named person in the alternative provider establishment informs our Attendance Lead of the student's attendance daily.
- Any cause for concern issues raised are shared between providers and actions agreed.
- Any documentation regarding issues raised are copied and sent to the Child Protection Lead at Abbey College.
- Any absence from the alternative provider establishment by the student is immediately reported to the Attendance Lead at Abbey College.

2.2 Liaison with Other Agencies

The school will:

- 2.2.1 Work to develop effective links with relevant services to promote the safety and welfare of all children.
- 2.2.2 Co-operate as required, in line with current guidance and key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- 2.2.3 Notify the relevant Social Care Unit immediately if:
- It should have to exclude a child who is subject to a Child Protection Plan (whether fixed term or permanently);
 - There is an unexplained absence of a child who is subject to a Child Protection Plan
 - There is any change in circumstances to a child who is subject to a Child Protection Plan
- 2.2.4 Staff should follow up on a referral should this information not be forthcoming.

2.3 Record Keeping

The School will:

- 2.3.1 Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.
- 2.3.2 Ensure all records are kept securely, separate from the main child file, and in a locked location.
- 2.3.3 Ensure all relevant child protection records are sent as soon as possible (via secure transit) to the receiving school or establishment when a child moves schools in accordance with the Education Child Protection Record Keeping Guidance.
- 2.3.4 Make parents aware that such records exist except where to do so would place the child at risk of harm.

2.4 Confidentiality and information sharing

- 2.4.1 Child protection information will be stored and handled in line with The Data Protection Act 2018. The DPA does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. *The Data Protection Act 2018 is the UK's implementation of the General Data Protection Regulation (GDPR).*
- 2.4.2 Child protection records are subject to the provisions of the Data Protection Act, 2018. This means that a parent, or young person of sufficient age and understanding, may make a request to see the child protection record. If any member of staff receives a request from a child or parents to see child protection records, they will refer the request to the Designated Safeguarding Lead or Headteacher.
- 2.4.3 The Designated Safeguarding Lead will take advice from the Information Governance Team and together a decision will be made about what information to share. This decision will

consider the balance between the potential risk to the child and the principle of working openly and honestly with parents.

The School will:

- 2.4.4 Ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Social Care as required. (See “Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers”, DfE 2015)
- 2.4.5 Ensure that the Headteacher or Designated Safeguarding Lead will only disclose any information about a child to other members of staff on a ‘need to know’ basis, including Domestic Violence notifications.
- 2.4.6 Make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 2.4.7 Ensure staff are clear with children that they cannot promise to keep secrets.

2.5 **Communication with Parents/Carers**

The School will:

- 2.5.1 Ensure that parents/ carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties on the School website.
- 2.5.2 Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from Social Care. (*Further guidance on this can be found in the Inter-agency Procedures of the Local Safeguarding Children Board*)
- 2.5.3 Particular circumstances where parents may not be informed include any disclosure of sexual abuse or physical abuse where the child has an injury.
- 2.5.4 Record what discussions have taken place with parents on the Log of Concern about a Child’s Welfare or if a decision has been made not to discuss it with parents, record the reasons why.

3.0 **SUPPORTING VULNERABLE CHILDREN**

- 3.1 We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood, unless there is appropriate intervention and support.
- 3.2 This 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 become withdrawn.
- 3.3 We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

3.4 What school and college staff should look out for

3.4.1 Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;

- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care.

3.5 **The School will support the child through:**

- 3.5.1 Curricular opportunities to encourage self-esteem and self-motivation.
- 3.5.2 An ethos that actively promotes a positive, supportive and safe environment and values the whole community
- 3.5.3 The School's behaviour policy will support vulnerable children in the school. All staff will work to a consistent approach, which focuses on the behaviour of the child but does not damage their sense of self-worth. The school will ensure that the child knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- 3.5.4 Liaison with other agencies which support the child such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.
- 3.5.5 A commitment to develop productive and supportive relationships with parents/carers
- 3.5.6 Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers.
- 3.5.7 Monitoring and supporting child's welfare, keeping records and notifying Social Care in accordance with the Cambridgeshire Local Safeguarding Children Board "Inter - Agency Procedures"
- 3.5.8 When a child who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Unit will also be informed.
- 3.5.9 When a child is missing from education, the school will follow the procedure as set out in Cambridgeshire's Children Missing Education guidance and inform the Education Welfare Officer and Social Care if a child is subject to a Child Protection Plan or there have been ongoing concerns.

3.6 **Looked after children and previously looked after children.**

- 3.6.1 The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe.
- 3.6.2 A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

3.7 **Substance Misuse and Child Protection**

- 3.7.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the child's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the child's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- Where the misuse is suspected of being linked to parent/carer substance misuse.

3.8 Children of Substance-misusing Parents/Carers

3.8.1 Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

3.8.2 When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

3.8.3 This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children or child
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment

3.9 Domestic Abuse

3.9.1 Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

3.9.2 Should the Head teacher be notified of medium or high risk Domestic Abuse incidents where the police have been called and that involve children and young people on our roll we will take appropriate action to ensure children and young people are kept safe in accordance with the Domestic Violence Guidance for Schools and Colleges.

3.10 Female Genital Mutilation (FGM)

3.10.1 Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons.

3.10.2 FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long-term effects on physical and psychological health.

3.10.3 FGM is internationally recognized as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

3.10.4 The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.

3.10.5 The Designated Safeguarding Lead will make appropriate and timely referrals to Social Care and the police if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the child's wishes.

3.10.6 If a teacher, in the course of their work in the profession, discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

3.11 Child Sexual Exploitation (CSE)

- 3.12 Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
- 3.12.1 Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organized crime involving gangs and groups.
- 3.12.2 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.
- 3.12.3 It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognize it as abuse.
- 3.12.4 Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.
- 3.12.5 Schools will complete a Child Sexual Exploitation Risk Assessment Tool and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk.

4.0 Child on child sexual violence and sexual harassment

- 4.1.1 All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.
- 4.1.2 Peer on peer abuse can manifest itself in many ways. This can include sexual bullying, being coerced to send sexual images, sexual assault and teenage relationship abuse. There are clear links with sexual exploitation and domestic abuse.
- 4.1.3 This form of abuse will not be tolerated and victims will be appropriately supported. Any indication that a child has suffered from peer on peer abuse will be dealt with under the child protection procedures outlined in this policy.
- 4.1.4 Consideration will always need to be given to the welfare of both the victims(s) and perpetrator(s) in these situations.
- 4.1.5 The school will include within the curriculum, information and materials that support children in keeping themselves safe from abuse including abuse from their peers and online.
- 4.1.6 Additional guidance on sexting can be found in "Sexting in schools and colleges: Responding to incidents and safeguarding young people" published by the UK Council for Child Internet Safety (UKCCIS).
- 4.1.7 Following a report of sexual violence, the designated safeguarding lead (or deputy) should make an immediate risk and needs assessment, considering:
- the victim
 - the alleged perpetrator
 - all other children (and if appropriate adult students and staff).
- 4.1.8 Risk assessments should be recorded and kept under review.
- 4.1.9 The designated safeguarding lead (or deputy) should ensure they are engaging with children's social care and specialist services as required.

4.2 Action following a report of sexual violence and/or sexual harassment

4.2.1 Schools should consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

4.2.2 As always, all staff should act in the best interests of the child. Emphasises that sexual violence and sexual harassment is not acceptable and will not be tolerated.

4.3 Options to manage the report.

4.3.1 Four scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment.

1. Manage internally – the school manages incidents.
2. Early help – multi-agency early help
3. Referrals to children’s social care
4. Reporting to the police – in parallel to children’s social care

5.0 Prevention of Radicalisation

5.1.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

5.1.2 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. Abbey College is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

5.1.3 The Counter-terrorism and Security Act, 2015 places a duty on authorities (including schools) ‘to have due regard to the need to prevent people from being drawn into terrorism’.

5.1.4 Staff in schools should be made aware of this duty through appropriate training.

5.1.5 When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead.

5.1.16 See also “The Prevent Duty, Departmental advice for schools and childcare providers”, June 2015, Department for Education and “Revised Prevent Duty Guidance; for England and Wales”, July 2015, HM Government.

6.0 Online safety

6.1 As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies and proprietors is provided in Annex C.

6.2 As part of providing a broad and balanced curriculum, governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety, through teaching and learning opportunities. This may include covering relevant issues through personal, social, health and economic (PSHE).

- 6.3 Whilst it is essential that governing bodies ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.
- 7.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**
- 7.1 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of ‘Keeping Children Safe in Education’ (2018). This section should be read in conjunction with the school’s Safer Recruitment Policy.
- 7.2 The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
The following members of staff have undertaken Safer Recruitment training Mrs Bennett, Mrs Blood, Mr Chrisp, Mr Christoforou, Mrs Dowd, Mrs Hyde, Mrs Jackson, Mrs Moss, Mrs Noble, Mrs Pollard and Mr S Smith.
- 7.3 Any allegation of abuse made against a member of staff will be reported straight away to the Head Teacher or Principal. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The school will follow the procedures set out in Part four of ‘Keeping Children Safe in Education’ (2018).
- 7.4 The school will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in ‘Keeping Children Safe in Education’, (2018) *and the school's Personnel Manual from EPM Ltd or other HR provider (for subscribing schools).*
- 7.5 The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Head Teacher or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 7.6 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.
- 7.7 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 7.8 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 7.9 The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority’s Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 7.10 All staff have read a copy of the Local Authority’s Code of Conduct, ‘Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings’ (October 2015).

- 7.11 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- 7.12 The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

8.0 OTHER RELATED POLICIES

- 8.1 Physical Intervention and/or the Use of Reasonable Force (*reference – DfE, use of reasonable force – Advice for Headteachers, staff and governing bodies*)

Anti-Bullying

Health and Safety

E-Safety and Acceptable Use

Intimate Care Policy

Whistleblowing

Complaints procedure

Behaviour policy

9.0 Use of Mobile Phones Policy

- 9.1 This is a requirement for all Nursery or primary schools with The Early Years Foundation Stage (EYFS) but any school may wish to adopt the policy.
- 9.2 Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, student volunteers and parents/carers.

10.0 Children with Special Educational Needs

10.1 We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

10.2 The school has children with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

11.0 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

- 11.1 The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children.

It will:

- Ensure there is a governor with special interest in child protection/safeguarding who will monitor the school's compliance with statutory requirements and practice and champion child protection issues.
- Ensure an annual report is made to the full governing body, and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.

11.2 Extended Schools and Before and After School Activities (on or off school site)

11.2.1 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.

11.2.2 Where services or activities are provided separately by another body, either on or off school site, 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.

This policy was ratified	September 2018
and will be reviewed	September 2019
Signed by the Headteacher
Chair of Governors

Four categories of abuse

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

Neglect - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another persons needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - 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

Contacts

DSL/DP/Governor contacts

Designated Safeguarding Lead for Child Protection is: Mrs Kate Wibberley

Prevent Lead: Mrs K Wibberley

The following members of staff have also received the Designated Person training:

Mrs Sharron Duncan, Mrs Lisa Gregory, Mr. Gavin Manning, Mrs Debbie Neal, Mrs Claire Peattie

Governor with special interest in Child Protection & safeguarding is: Mrs Madeleine Jackson.

Useful Contacts

Education Child Protection Service – ECPSGeneral@cambridgeshire.gov.uk

Early Help Hub (EHH) – 01480 376666

Local Authority Designated Officer (LADO) for Cambridgeshire

Janet Farr / Lyn Chesterton - 01223 727969

Multi-Agency Safeguarding Hub (professionals number) 0345 045 1362

MASH.C&F@cambridgeshire.gcsx.gov.uk

Emergency Duty Team (Out of hours)

Tel: 01733 234724

Police Child Abuse Investigation Unit

Tel: 101

Relevant Documents

“Disqualification under the Childcare Act 2006: statutory guidance for local authorities, maintained schools, academies and free schools” (July 2018)

“Guidance for Safer Working Practice for those working with children and young people in education settings” (October 2015)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (July 2018)

“Keeping children safe in education: Statutory guidance for schools and colleges” (Sep 2018)

“The Prevent Duty, Departmental advice for schools and childcare providers” (June 2015)

“Revised Prevent Duty Guidance: for England and Wales” (July 2015)

“Sexting in schools and colleges: Responding to incidents and safeguarding young people” published by the UK Council for Child Internet Safety (UKCCIS) – (September 2016)

“Sexual violence and sexual harassment between children in schools and colleges” (May 2018)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)

ACTIONS FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD Appendix C

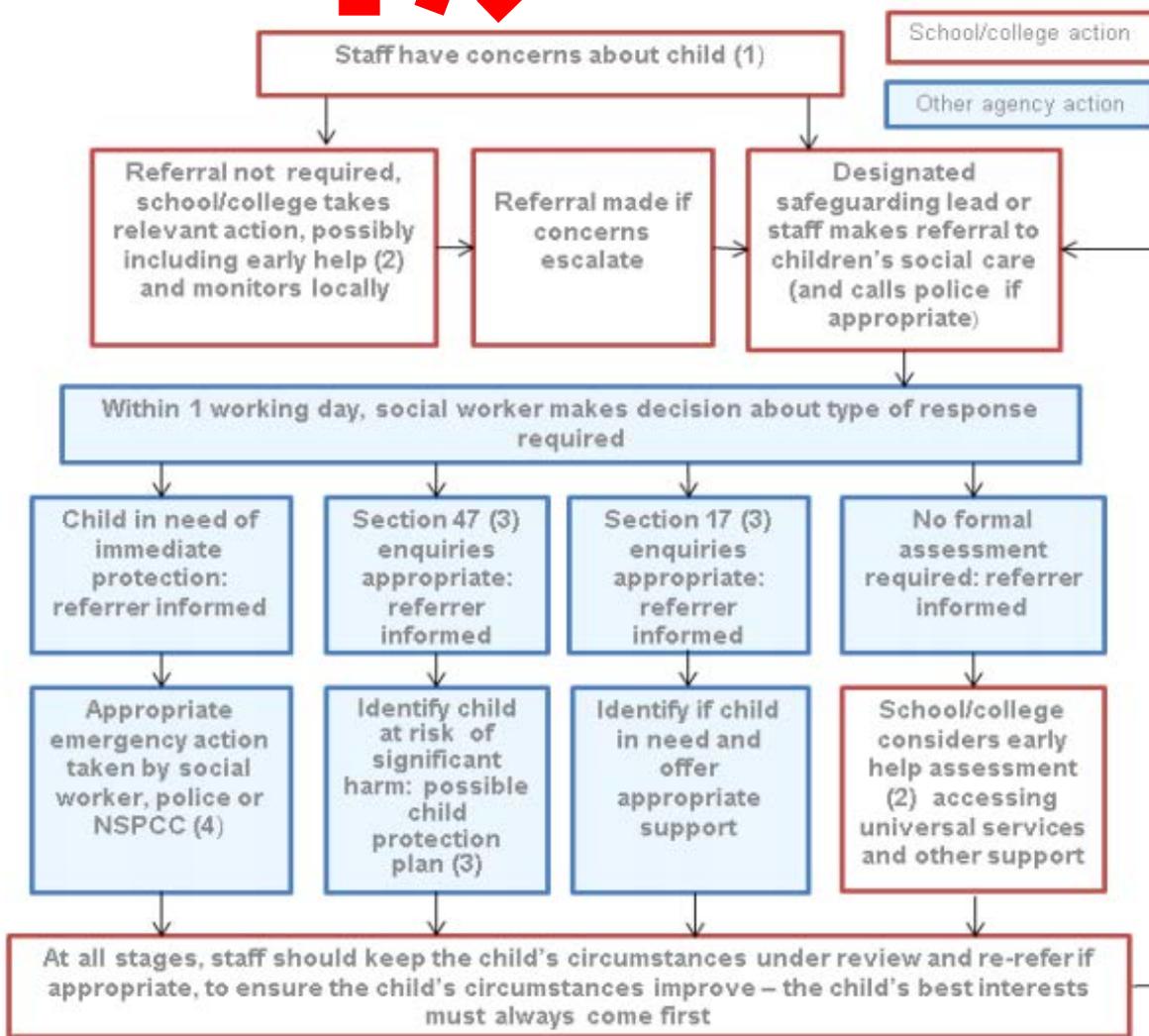
Designated Safeguarding Lead:
Mrs K Wibberley

Link Governor:
Mrs Madeleine Jackson

Staff have concerns about a child & take immediate action. Staff follow their child protection policy and put the concern in writing on a Cause for concern form (CFC)

Hand concern form directly to a trained DP only: C.Peattie, L.Gregory, S.Duncan, D.Neal.

Designated Safeguarding person reviews concern form and following discussion with a second DP takes relevant action.



In exceptional circumstances, anyone may report concerns directly to children's social care.

NSPCC Whistleblowing Helpline
0800 028 0285

Designated Safeguarding person/ Lead keeps concern form in secure, confidential safeguarding file.

Social Care Referrals:
MASH
0345 045 1362
MASH.C&F@cambridgeshire.gcsx.gov.uk
Prevent engagement team:
Sergeant Jayne Drury
Drury@cambs.pnn.polic.uk
07894 177337
DC Stephanie Calne
Calne@canbs.pnn.police.uk
Prevent@cambs.pnn.police.uk

Managing an Allegation Against a Member of Staff in your Establishment

Appendix D

