



SAFEGUARDING & CHILD PROTECTION

This policy has been developed in accordance with the principles established by the Children Act 1989, and in line with the following:

- Working Together to Safeguard Children 2013
- 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
- Safeguarding Children and Safer Recruitment in Education 2006
- Oxfordshire Safeguarding Children Board (OSCB)

The Governing Body takes seriously its responsibility under section 11 of the Children Act and duties under 'Working Together' to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements exist within our school to identify and support those children who are suffering harm or are likely to suffer harm.

We recognise that all staff and Governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

Our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child, free from discrimination or bullying and where children can learn and develop happily.

This policy applies to all staff, governors and volunteers working in our school.

The aims of this policy are:

- To support the child's development to foster security, confidence and resilience.
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure that we contribute to assessments of need and support plans for those children where appropriate.
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding children and young people.
- To develop a structured procedure within the school which will be followed by all members of staff in cases of suspected abuse.
- To develop effective working relationships with all other agencies involved in safeguarding children.
- To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities, following correct staff recruitment and selection procedures.

Procedures

Our school procedures for safeguarding children will be in line with Oxfordshire Local Authority and Oxfordshire Safeguarding Children Board Child Protection procedures, and 'Working Together to Safeguard Children 2013'.

The governing body understands and fulfils its safeguarding responsibilities.

We have a Designated Member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by the LA, within the past two years. Our Designated Person will update their training with LA approved training every two years. We will ensure that:

- Our designated staff member is the Headteacher.
- We have a member of staff who will act in the Designated Person's absence who also receives training for the role of Designated Person.
- All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures for child protection, the name and contact details of the Designated Person and have these explained, as part of their induction into the school.
- All members of staff are provided with opportunities at least every three years to receive training in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding & Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- The name of any member of staff considered not suitable to work with children will be notified to the DBS (Disclosure and Barring Service), with the advice and support of Human Resources and or the LADO (Local Authority Designated Officer).
- Our procedures will be reviewed annually and updated and a summary report of findings sent to our governing body and the LA Safeguarding Team.

Responsibilities

Staff will follow the Oxfordshire Safeguarding Children Board Procedures in all cases of abuse, or suspected abuse (these can be found at www.OSCB.org.uk).

We will therefore:

- Understand that our responsibility to safeguard children requires that we appropriately share any concerns that we may have about children.
- Ensure we refer a child if there are concerns about a child's welfare, possible abuse or neglect to Social Care. A written referral using the Common Referral Form will be sent to Social Care as soon as possible within 24 hours.
- Ensure that detailed and accurate records of concerns about a child are kept even if there is no need to make an immediate referral. See guidance on record keeping http://portal.oxfordshire.gov.uk/content/public/CYPF/schools/behaviour_attendance/safeguarding_child_protection/Keeping_Child_Protection_Records.doc

- Ensure that all such printed records are kept confidentially and securely and are separate from pupil records, with a front sheet noting that there are also entries in a secure database which can be searched to provide a chronology.
- Indicate via a plain sticker with the initials 'CP' on the pupil's normal records that there is also confidential record-keeping kept separately and securely.
- Ensure that the designated staff member, or another appropriate member of staff, attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents/carers.
- Ensure that any absence of two days, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to the child's social worker or the local Assessment team.
- Establish and maintain links with relevant agencies and co-operate as required with enquiries of a child protection nature.
- Ensure that all school staff are aware of the school's CP policy and procedures, and understand their responsibilities in being alert to, and acting appropriately in cases of abuse, or suspected abuse, and know how to recognise and refer any concerns.
- Provide, where requested, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the Designated Teacher, and by all staff, and the number and type of incidents/cases, and the number of children referred to Children's Social Care and subject to Child Protection Plans (anonymised) .The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures when requested.
- Ensure that staff keep themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years, provided by OSCB or the Schools Safeguarding Team.
- Ensure that all staff and volunteers understand that there is a procedure to be followed in dealing with CP allegations made against staff. This procedure must be followed on all occasions. All staff must be made aware of this process and how it differs from other concerns about children.
- Ensure that we have staff on all interview panels who are Safer Recruitment Trained.
- Ensure that all staff/volunteers are selected and recruited only after having gone through appropriate checks.

Supporting Children

We recognise that a child who is abused in any way, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth. We also believe that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. 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.

Our school will support all children and young people by:

- Encouraging the development of self-esteem and resilience in every aspect of life.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Notifying Social Care when a child attending the school is privately fostered.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Person at the pupil's new school immediately. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

Confidentiality

We recognise that all matters relating to child protection are confidential. The Headteacher or Designated Person will disclose personal information about a pupil to other members of staff on a need to know basis only. However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

- All staff must be aware that they cannot promise a child that they will keep secrets which might compromise the child's safety or well-being or that of another.
- 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 Schools Safeguarding Team or Social Care on this point.
- We will contact the local Assessment Team for 'no names' consultations to discuss concerns we may have, but we understand that if they then ask for a name we will disclose those details and it will become a referral.

Supporting Staff

We recognise that staff working in the school 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. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support. This could be provided by another trusted colleague, Occupational Health (Staff Care), and/or a representative of a professional body or trade union, as appropriate.

In consultation with all staff, we have adopted a code of conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour.

We recognise that our Designated Persons should have access to support and appropriate workshops, courses or meetings as organised by the LA.

Allegations against staff

- All staff should take care to not place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers which are to do with safeguarding concerns to be conducted in the presence of other adults.
- We understand that a child or young person may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior member of staff available.
- The Headteacher on all such occasions will discuss the content of the allegation with the LADO **before taking any action**. In Oxfordshire contact should be made with Barry Armstrong, LADO (01865 815956), or Alison Beasley, Safeguarding Coordinator (01865 323457).
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult with the LADO, without notifying the Headteacher first.
- The school will follow the LA procedures for managing allegations against staff, a copy of which can be accessed through the OSCB website.
- Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the above named professionals in making this decision.
- Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

The provisions of the Education Act place a general duty on our school to provide for the welfare of children in our care and, as such, staff will adhere to other related school policies and guidance. The policies which are particularly relevant are:

- Behaviour
- Bullying
- Health and Safety
- Restrictive physical interventions
- Whistleblowing

Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection. Due to the day to day contact with children, staff in school are ideally placed to observe the outward signs of abuse. The school community will therefore:

- Establish and maintain an ethos which enables children to feel secure and encourages them to talk, knowing that they will be listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Report any inappropriate behaviour/activities or concerns they have about a child to the Designated Person.

All staff have a responsibility for action in cases of suspected child abuse. This document outlines the procedures which should be followed if any member of staff suspects a student is being abused, or if a disclosure is made.

Immediate action is required where there is concern about possible abuse, written records must be made at each stage of the process.

All staff are asked to be alert to possible physical or emotional problems being experienced by children and young people.

If a student asks to speak to you about a problem do not promise confidentiality, but explain that it may be necessary to consult a colleague.

Categories of Abuse

The table below outlines the four main categories of abuse as defined by the Department of Health 'Working Together to Safeguard Children' document 2010 (full definitions can be found in this document). The possible indicators are not definitive; some children may present these behaviours for reasons other than abuse, and some children suffering abuse may not present these behaviours.

Type of Abuse	Possible Indicators
<p>Neglect The persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairments of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • provide food, clothing and shelter • protect a child from physical and emotional harm or danger • ensure adequate supervision • ensure access to appropriate medical care or treatment 	<p>Obvious signs of lack of care including</p> <ul style="list-style-type: none"> • Problems with personal hygiene • Constant hunger • Inadequate clothing • Emaciation • Lateness or non-attendance at school • Poor relationship with peers • Untreated medical problems • Compulsive stealing and scavenging • Rocking, hair twisting, thumb sucking • Running away • Low self-esteem
<p>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.</p>	<ul style="list-style-type: none"> • Physical signs that do not tally with the given account of occurrence • Conflicting or unrealistic explanations of cause • Repeated injuries • Delay in reporting or seeking medical advice.
<p>Sexual Abuse Forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, penetrative or non-penetrative acts and also includes involving children in watching pornographic material or watching sexual acts.</p>	<ul style="list-style-type: none"> • Sudden changes in behaviour • Displays of affection which are sexual and age inappropriate • Tendency to cling or need constant reassurance • Tendency to cry easily • Regression to younger behaviour – eg thumb sucking, acting like a baby • Unexplained gifts or money • Depression and withdrawal • Wetting/soiling day or night • Fear of undressing for PE
<p>Emotional Abuse The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p>	<ul style="list-style-type: none"> • Rejection • Isolation • Child being blamed for actions of adults • Child being used as carer for younger siblings • Affection and basic emotional care giving/ warmth persistently absent or withheld

Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009).

Key facts about CSE

- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8.
- It affects both girls and boys and can happen in all communities.
- Any person can be targeted but there are some particularly vulnerable groups: Looked After Children, Children Leaving Care and Children with Disabilities.
- Victims of CSE may also be trafficked (locally, nationally and internationally).
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.
- Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

Good Practice - Individuals

- Recognise the symptoms and distinguish them from other forms of abuse
- Treat the child/young person as a victim of abuse
- Understand the perspective / behaviour of the child/young person and be patient with them
- Help the child/young person to recognise that they are being exploited
- Collate as much information as possible
- Share information with other agencies and seek advice / refer to Social Care

Good Practice - Organisations

- Ensure robust safeguarding policies and procedures are in place which cover CSE
- Promote and engage in effective multi-agency working to prevent abuse
- Work to help victims move out of exploitation
- Cooperate to enable successful investigations and prosecutions of perpetrators

Dealing with disclosures

Receive

- Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelief but take what is said seriously.

Reassure

- Stay calm, no judgements, empathise. Never make a promise that you can keep what a child has said a secret, giving reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

React

- React to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.
- Don't ask leading questions – use open questions eg 'is there anything else you want to say?'
- Do not criticize the perpetrator; the child may have affection for him/her.
- Explain what you will do next – inform designated teacher, keep in contact.

Record

- If possible make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time record what was said as soon as you can.
- Try to record what was actually said by the student rather than your interpretation of what they are telling you.
- Record the date, time, place, along with and any noticeable non-verbal behaviour.

Report

- Report the incident to the Designated Person and do not tell any other adults or students what you have been told.

Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.

Record Keeping

The Designated Person for child protection is responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place.

Reviewed by: Sean O'Sullivan

Date: September 2014

Approved by Governors:

Date: 22.10.14