

East Boldon Junior School

Safeguarding and Child Protection Policy



Introduction

At East Boldon Junior School we recognise our responsibility with regard to arrangements for safeguarding and promoting the welfare of children. As a school, we feel that it is every child's right to be respected and protected by the adults who care for them. This means being protected from harm and neglect. Children and young people are safe from injury, bullying and discrimination, crime and anti-social behaviour and have security, stability and are well cared for in school. We aim to ensure that they are valued, supported and nurtured in a comfortable, safe and secure environment.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child

East Boldon Junior School provides safeguarding to all staff including reading and understanding 1 of Keeping Children Safe in Education 2019. Training includes specific changes to the document including:

- **Serious violence** – All staff in schools and colleges should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime and our courses on [Child Exploitation](#) and [Serious Youth Violence](#) already contain this information.
- **Honour-based violence** text has been made clear that this kind of abuse includes FGM and Forced Marriage. Our courses on [Female Genital Mutilation Awareness](#) and [Honour-Based Abuse and Forced Marriage](#) already contain the relevant information.
- **'Upskirting'** has been added to KCSIE 2019 as it is now a criminal offence. We will be adding this information to all relevant courses

Section 175 of the education act 2002 states a local education authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.

The governing body of a maintained school shall make arrangements for ensuring that functions relating to the conduct of the school or exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. An authority or body shall have regard to any guidance given from time to time by the Secretary of State.

NB: child means a person under the age of 18.

Maintained school means a community, foundation or voluntary school, community or foundation special school or a maintained nursery school.

This policy should be read in conjunction with the DfE publication *Keeping Children Safe in Education 2019*. Ref: DfE-00129-2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

Further information is available at

www.southtyneside.info/article/14973/Worried-about-a-child

Aims:

The aims of our policy are to:

- Develop awareness in teaching and non-teaching staff of the need for child protection and their responsibilities in identifying abuse.
- Provide a clear procedure to be followed when it is suspected that a child has been abused. This will include the involvement of outside agencies as appropriate.
- Provide a system for monitoring those children for whom child protection concerns exist and to provide a clearly understood system of record keeping.
- Define the role and responsibility of the Designated Teacher for Child Protection.
- Inform parents of the school's responsibility for the welfare of all pupils and that this may require cases to be referred to investigating agencies in the interest of the child.

There are four main elements to our policy:

- 1) Prevention through the teaching and pastoral support offered to pupils and the creation and maintenance of the whole school protective ethos
- 2) Procedures for identifying and reporting cases or suspected cases of abuse. Support to pupils who may have been abused.
- 3) Preventing unsuitable persons from working with children. Our policy applies to all staff and volunteers working in the school including governors. Teaching assistants, midday supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.
- 4) Prevention. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention.

The School will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to
- Ensure children know that there are adults in the school who they can approach if they are worried or in difficulty
- Include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know who to turn to for help
- Include in the curriculum material which helps children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

Operation Encompass

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in a domestic abuse incident. Mr Tim Shenton and Mrs Diane Grant are the two members of staff known as Key Adults. Domestic abuse incidents that occur outside of school but which might have had an impact on a child attending school the following day will be shared via a secure format to the identified Key Adult who will then be in an informed position to support the child in a way that is right for them. Operation Encompass was launched in January 2016. All parents have been informed.

Signs and Symptoms of the four kinds of abuse and neglect

Lists of signs and symptoms are not fail-safe mechanisms but they are often helpful indications, in certain combinations, of the likelihood or reality of abuse. Children may behave strangely or appear unhappy for many reasons as they move through the stages of growing up and their families experience changes.

These lists include some of the signs and types of behaviour which may indicate that a child is being abused. In themselves they are not evidence of abuse but they may suggest abuse if a child exhibits several of them or if a pattern emerges.

It is important to remember that there can be other explanations for a child showing such signs or behaving in such ways. There is a good deal of overlap between the signs and symptoms of the different types of abuse, particularly between emotional and other types of abuse.

Possible Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent.
- Refusal to discuss injuries.
- Improbable explanation or lingering illness not attended to.
- Admission of punishment which appears excessive.
- Shrinking from physical contact.
- Fear of returning home or of parents being contacted.
- Fear of undressing.
- Fear of medical help.
- Aggression/bullying.
- Over compliant behaviour or a 'watchful attitude'.
- Running away.
- Significant changes in behaviour without explanation.
- Deterioration in work.
- Unexplained pattern of absences which may serve to hide bruises or other physical injuries

Possible Signs of Emotional Abuse

- Continual self-depreciation.
- Fear of new situations.
- Inappropriate emotional responses to painful situation.
- Self-harm or mutilation.
- Compulsive stealing/scrounging.
- Drug/solvent abuse.
- 'Neurotic' behaviour – obsessive rocking, thumb-sucking, and so on.
- Air of detachment – 'don't care' attitude.
- Social isolation – does not join in and has few friends.
- Desperate attention-seeking behaviour.
- Eating problems, including overeating and lack of appetite.
- Depression, withdrawal.

Possible Signs of Neglect

- Constant hunger.
- Poor personal hygiene.
- Inappropriate clothing.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Low self-esteem.
- Poor social relationships.
- Compulsive stealing or scrounging.
- Constant tiredness.

Possible Signs of Sexual Abuse

- Bruises, scratches, burns or bite marks on the body.
- Scratches, abrasions or persistent infections in the anal or genital regions.
- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father.
- Sexual awareness inappropriate to the child's age – shown, for example, in drawings, vocabulary, games, and so on.
- Frequent public masturbation.
- Attempts to teach other children about sexual activity.
- Refusing to stay with certain people or go to certain places.
- Aggressiveness, anger, anxiety, tearfulness.
- Withdrawal from friends.

Possible Signs in Older Children

- Promiscuity, prostitution, provocative sexual behaviour.
- Self-injury, self-destructive behaviour, suicide attempts.
- Eating disorders.
- Tiredness, lethargy, listlessness.
- Over-compliant behaviour.
- Sleep disturbances.
- Unexplained gifts of money.
- Depression.
- Changes in behaviour.

Signs and Symptoms of Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child abuse. It occurs where anyone under the age of 18 is persuaded, coerced or forced into sexual activity in exchange for, amongst other things, money, drugs/alcohol, gifts, affection or status. Consent is irrelevant, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and may occur online.'

Possible signs of sexual abuse

Bruises, scratches, burns or bite marks on the body.

Sexual awareness inappropriate to the child's age - shown for example in drawings, vocabulary, games etc.

Frequent public masturbation.

Attempts to teach other children about sexual activity.

Refusing to stay with certain people or go to certain places.

Aggressiveness, anger, anxiety, tearfulness.

Withdrawal from friends. Possible signs in older children

Promiscuity, prostitution, provocative sexual behaviour.

Self-injury, self-destructive behaviour, suicide attempts.

Eating disorders.

Tiredness, lethargy, listlessness.

Over-compliant behaviour.

Sleep disturbances.

Unexplained gifts of money.

Depression.

Changes in behaviour.

Signs and Symptoms of Child Sexual Exploitation Female Genital Mutilation (FGM)

Teachers have a mandatory duty to report disclosures on FGM about a female under 18.

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

If you're worried that a child is being abused, watch out for any unusual behaviour.

What to look out for before FGM happens

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about:

- being taken 'home' to visit family
- a special occasion to 'become a woman'
- an older female relative visiting the UK.

She may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

The effects of FGM

FGM can be extremely painful and dangerous. It can cause severe pain, shock, bleeding, infection such as tetanus, HIV and hepatitis B and C, organ damage, blood loss and infections that can cause death in some cases.

Long-term effects

Girls and women who have had FGM may have problems that continue through adulthood, including:

difficulties urinating or incontinence
frequent or chronic vaginal, pelvic or urinary infections
menstrual problems
kidney damage and possible failure
cysts and abscesses
pain when having sex
infertility
complications during pregnancy and childbirth
emotional and mental health problems.

Prevent

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers³ are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of our schools’ safeguarding duties, and is similar in nature to protecting children from other harms, whether these come from within their family or are the product of outside influences

We aim to build up pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. This is not intended to stop pupils debating controversial issues, but provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

School staff have undergone Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). Mrs Ellen Johnson held training workshops in school with all staff in 2017.

The school is aware of the need to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups. Internet filtering is in place through the LEA managed system. Internet safety is an integral part of our Computing curriculum. See E-Safety policy.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Private fostering

A privately fostered child is defined as being under the age of 16 (18 if disabled) and cared for by someone other than a parent or close relative, as defined by Children Act 1989, s 105. Private foster carers may be from an extended family, such as a cousin or great uncle. They may be a friend of the family, or other non-relative, or someone unknown who has advertised to offer to privately foster a child. A child is not privately fostered if the person caring for him or her has done so for fewer than 28 days and does not intend to do so for longer than that. Privately fostered children are a diverse and potentially vulnerable group. Groups of privately fostered children include children sent from abroad to stay with another family.

A privately fostered child is not looked after by the local council under the Children Act 1989. Private foster carers do not hold parental responsibility. Usually a birth parent chooses and

arranges a private foster placement. Private fostering situations could involve children sent to this country for education and health care by birth parents living overseas, children living with a friend's family as a result of separation, divorce or arguments at home, teenagers living with the family of a boyfriend or girlfriend, or children whose parents' work or study involves unsociable hours which make it difficult for them to use ordinary day care or after school care.

Private foster carers are legally required to notify their council but many do not, often because they do not know that they have to. This means that social services are unable to check whether the child is being properly cared for. It is vital that social services are aware of such arrangements so that they can safeguard and promote the welfare of potentially vulnerable children. Ideally, notification should come from the carer and parent, but education, health and social care professionals can also play an important role, as they are often the people who have the first contact, in explaining to private foster carers and parents that they have a duty to notify the local authority.

At East Boldon Junior School, if we know that a child is being privately fostered, we will encourage the carer or parent of the child to notify the local council to help to ensure that the welfare of the child(ren) concerned is safeguarded and promoted.

Safeguarding - Our responsibilities

The school will:

Ensure it has a designated senior member of staff, who has undertaken appropriate training. The training should be updated every year. There are contingency arrangements should a member of staff not be available; there is a deputy designated member of staff. At East Boldon Junior School the designated staff are:

- Mr Tim Shenton Head Teacher
- Mrs Kaye Seebacher Deputy Head Teacher
- Mr Hilton Heslop Chair of Governors
- Mrs Dawn Golightly Link Governor

All staff update their training annually. This is through training delivered by the LSCB staff, or using on-line training provided by the LSCB. Designated teachers attend further training provided by the LSCB as required. Governors are invited to the annual training events. We recognise the importance of the role of the designated teacher and ensure that the designated member of staff will take advice from a child protection specialist when managing complex cases.

All staff are issued with the following documents and sign to say they have received them. It is the responsibility of the staff to read the documents. Changes to policy and new legislation are discussed in staff meetings and at training events. Governors receive these documents to discuss at the Autumn Term Meeting.

- Keeping Children Safe in Education
- The school Safeguarding and Child Protection Policy
- South Tyneside Early Help Strategy.

Role of the Designated Teacher for Child Protection:

This role is key to ensuring that proper procedures and policies are in place and are followed with regard to child protection issues and that there is a dedicated resource available for other staff, volunteers and governors to draw upon.

To be effective they must: act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Social Services and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff.

They will need to liaise with all agencies and should build a good working relationship with colleagues from these agencies.

They should possess skills in recognising and dealing with child welfare concerns.

The designated teacher should be the first person education staff report cases to.

It is then the responsibility of the designated teacher to discuss the situation with the relevant agencies.

It is not, however, the responsibility of teachers and other staff in schools to investigate suspected abuse.

They should not take action beyond that agreed in the procedures established by their Local Safeguarding Children Board (LSCB).

The designated teacher is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by their LSCB and LA.

They must also be able to deal with allegations made against members of staff. (See Appendix A)

Ensure each member of staff has access to and is aware of the school's child protection policy. This is essential in respect of staff that are, perhaps part time, or work with more than one school, such as trainee teachers and supply teachers.

Liaise with the head teacher to inform her/him of any issues and ongoing investigations and ensure there is always cover for the role.

Ensure the school's child protection policy is updated and reviewed annually and work with the designated governor for child protection regarding this.

Be able to keep detailed accurate secure written records of referrals/concerns.

Ensure parents are aware of the child protection policy.

Where children leave the school roll, ensure their file is transferred to the new school as soon as possible. If the child leaves and the new school is not known, the DCFS should be alerted so that these children can be included on the database for lost pupils.

When a child is transferred to KS3, the confidential information will be discussed and transferred at a transition meeting. This may include KS2 and KS3 staff, parents/carers, social workers and any other relevant agency.

Designated teachers also have an important role in ensuring all staff and volunteers receive appropriate training.

Staff should: have received training in how to identify abuse and know when it is appropriate to refer a case together with having a working knowledge of how LSCB's operate and the conduct of a child protection case conference and be able to attend and contribute to these when required.

Designated staff to attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

Monitoring and record keeping:

- i. Records are to be kept to both identify when abuse may be happening and be the source of valuable information to case conferences and review conferences.

Child protection records should note the date, event and action taken in cases of suspected child abuse or when the child is placed on the child protection register. Reports prepared for child protection conferences should focus on the child's educational progress and achievements, attendance, behaviour, participation, relations with other children and, where appropriate, the child's appearance. If relevant, reports should include what is known about the child's relations with his or her family and the family structure. Reports should be objective

and based on evidence. They should distinguish between fact, observation and opinion. Reports may be available to the child's parents at the child protection conference. Written paper records are kept in a secure filing cabinet in the Head Teacher's office: designated teachers have access.

- ii. Records should be kept:
 - a) When there is concern in school over:
 - Marks on a child's body.
 - Unusual/different behaviour
 - Unexplained mood changes.
 - Puzzling statements or stories from the child.
 - Information from others.
 - b) When a child's name is placed on the Child Protection Register.
- iii. Once a child's name has been placed on the child protection register the Head Teacher will open a confidential child protection file on which the following will be held:
 - a) Copies of all minutes of case conferences and reviews:
 - b) Copies of all reports to case conferences and reviews.
- iv. When a child's name is removed from the child protection register this file will be destroyed.
- v. No information, of any kind, relating to child protection, will be stored on the **pupil's record file**.

The Single Central Record is kept in the School Office. It is checked at least annually by the Head Teacher and Link Governor.

Confidentiality:

Within child protection a careful balance needs to be kept between the need for confidentiality and the need to inform others so that a child can be protected from abuse. Information should be shared on a need to know basis.

Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies.

If a child confides in a member of staff and asks for information is kept secret, it is important that the member of staff tells the child sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake.

Within that context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it.

Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

Child protection records should be kept securely locked. In our school child protection records will be held in a locked filing cabinet in the Head Teacher's office to which only the Head Teacher or deputy Head Teacher will have access to.

Procedure to be followed where child abuse is suspected:

This procedure should be followed in all cases where it is suspected that the child is in immediate danger or where a child discloses that he/she has been abused. All staff have a responsibility to be vigilant. The child's safety must be your first concern.

1. When abuse is suspected act promptly. Discuss concerns with the Head Teacher.
2. Make a written record of your concerns including any injuries observed and any explanation given for them by the child. In the event of a child disclosing the abuse make a written record, as soon as possible of what the child has said.

NB: Do not get the child to make a written statement.

3. The Head Teacher will:

Gather together any background information held within school, e.g., family details, information from other professionals.

Ring **Children's Social Care Contact and Referral Team; (0191 4245010)** to pass on concerns.

Confirm verbal and telephone referrals in writing within 24 hours of being made.

All staff know that they have an individual responsibility for referring child-welfare concerns using the proper channels and within the timescales set out in the local safeguarding children's board procedures. They know where the school safeguarding procedures and the LSCB procedures are located in the main office. The school ensures that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children by setting out its obligations on the school website.

Training will be provided for all staff from the point of their induction, updated every year so that they know:

- a) their personal responsibility
- b) the LSCB procedures
- c) the need to be vigilant in identifying cases of abuse
- d) how to support and respond to child who tells of abuse

The school will:

- Undertake the appropriate discussion with parents prior to involvement with another agency unless the circumstances preclude this

- Notify the local social services team if:
 - a) it should have to exclude a pupil on the child protection register (whether fixed term or permanently)
 - b) if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school, (or one day following a weekend, or as agreed as part of any child protection or core group plan)

We will work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance and written reports at initial take case conferences, core groups and child protection review conferences.

- Keep clear detailed written records of concerns about children, noting the date event and action taken, even where there is no need to refer the matter to social services immediately.
- Ensure all records are kept secure and in locked locations.
- Ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively, in a timely manner, in accordance with agreed whistleblowing policies.

Dealing with disclosures:

In addition to observing outward signs which may indicate that a child has been abused as outlined in Appendix A staff may be alerted to a problem because a child discloses something which has been happening to them. It is important that staff react to a disclosure in an appropriate way as this can have an effect on the future outcome for the child. Some simple guidance is set out below.

Receive

- Listen to the child. If you are shocked by what they tell you, try not to show it. Take what they say seriously. Children rarely lie about abuse and to be disbelieved adds to the traumatic nature of disclosing. Children may retract what they have said if they meet with revulsion or disbelief.
- Accept what the child says. Be careful not to burden them with guilt by asking 'why didn't you tell me before?'

Reassure

- Stay calm and reassure the child that they have done the right thing in talking to you. It's essential to be honest with the child, so don't make promises you may not be able to keep, like 'I'll stay with you' or 'Everything will be all right now'.

- Don't promise confidentiality: you have a duty to refer a child who is at risk.
- Try to alleviate any feelings of guilt that the child displays. For example, you could say: 'You're not to blame' or 'You're not alone, you're not the only one this sort of thing has happened to.'
- Acknowledge how hard it must have been for the child to tell you what happened.
- Empathise with the child – don't tell them what they should be feeling.

React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter; but do not 'interrogate' them for full details.
- Do not ask 'leading' questions such as: 'What did he do next?' (this assumes that he did!) or 'Did he touch your private parts?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court. Instead ask open questions like 'Anything else to tell me?' 'Yes?' or 'And....?'
- Do not criticise the perpetrator: the pupils may love him/her and reconciliation may be possible.
- Do not ask the pupil to repeat everything to another member of staff.
- Explain what you have to do next and to whom you have to talk.
- Inform the designated teacher for child protection.
- Try to see the matter through yourself and keep in contact with the pupil.
- Ensure that if a Social Services interview is to follow, the pupil has a 'support person' present if they wish (possibly yourself).

Record

- Make some very brief notes at the time on any paper which come to hand and write them up as soon as possible.
- Do not destroy your original notes in case they are required by a court.
- Record the date, time, place, any noticeable non-verbal behaviour and the words used by the child. If the child uses their family's own private sexual words, record the actual words used, rather than translating them into 'proper' words.
- Draw a diagram to indicate the position of any bruising.
- Be objective in your recording: include statements and observable things, rather than your interpretations or assumptions.

Support

- Make sure that you continue to support the child, providing time and a safe space throughout the process of investigation and afterwards.
- Get some support yourself, without disclosing confidential information about the child to colleagues.

What stops children telling?

- Direct threats – children are taught to obey their parents.
- Fear of punishment
- Guilt and shame.
- Lack of appropriate vocabulary to describe what is happening.

- Children may not recognise the abusive experience as abuse – they may believe sexual abuse is part of the affectionate relationship.
- In sexual abuse the abusive experience may be all they receive in response to their need for love and physical contact.
- In sexual abuse children may love the abuser and feel they are special, favoured in some way.
- Lack of opportunity to be heard.
- Awareness of the possible implication, such as family break-up, medical examination – children may think their silence protects others.
- Children ‘tell’ in a variety of ways – through their behaviour, play and creative work as well as through direct disclosure.
- Many children make some attempt to ‘tell’ but are not ‘heard’.

Supporting the pupil at risk

We recognise that children who are abused or witnessed violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may have feelings of hopelessness, humiliation and some sense of self blame. This school maybe the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school, their behaviour may be challenging and defiant or they may be withdrawn.

We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

The school will endeavour to support people through;

- a) The content of the curriculum to encourage self-esteem and self-motivation
- b) The school ethos which promotes a positive, supportive and secure environment, and gives pupils a sense of being valued.
- c) The school’s behaviour policy is aimed at supporting vulnerable pupils in the school. All staff have agreed on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil’s sense of worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but that he or she is valued and not to be blamed for any abuse which has occurred.
- d) Liaison with other agencies which support people, such as social services, behaviour support services and the education welfare service.
- e) A commitment to develop productive and supportive relationships with parents whenever it is in a pupil’s best interest to do so
- f) Recognition that children living in a home environment where there iss domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection.
- g) Vigilantly monitoring children's welfare, keeping records and notifying social services as soon as there is a recurrence of a concern.

When people on the child protection register leaves, information will be transferred to the new school immediately and receipts received confirming the transfer. Sensitive information will be sent by the LA S2S system.

Preventing unsuitable people from working with children

The school will operate safe recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to DfE guidance. At least one person on the interview panel will have Safer Recruitment Training. The school will consult with the designated LADO in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in LS CB procedures. The school will ensure that any disciplinary proceedings against staff relating to child protection matters concluded in full, even when the member of staff is no longer employed at the school, and that notification of any concern is made to the relevant authorities and professional bodies and included in references where applicable.

The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents as advised by the school Code of Conduct.

Other relevant policies

Restraint

Our policy on physical restraint by staff is set out in a separate document. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to another person. We understand that physical intervention of a nature which causes injury or distress to a child may result in consideration in the child protection or disciplinary procedures.

Bullying

Our policy on bullying is set out in a separate document. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

Racist Incidents Our policy on racism is set out in a separate document. We acknowledge that to allow or condone racism may lead to consideration under child protection procedures.

Health and Safety Our policy on health and safety is set out in a separate document. It is reviewed annually and reflects the consideration we give to the protection of our children both within the school and when undertaking school trips and visits.

Children with Education Health and Care Plans

We recognise that statistically, children with behavioural difficulties and disabilities are most

vulnerable to abuse. School staff to deal with children with profound and multiple disabilities, cerebral palsy, sense of the impairment and/or emotional and behavioural problems are particularly sensitive to signs of abuse.

Confidentiality and information sharing

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If staff have any doubts about confidentiality, they will seek advice from a senior manager or outside agency as required.

The Head Teacher or designated teacher will disclose any information about the pupil to other members of staff on a need to know basis only.

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 a way that they cannot promise a chance to keep secrets.

Governing body responsibilities for safeguarding children

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

- Designate a governor for safeguarding children who will oversee the school's safeguarding children policy and practice and champion child protection issues.
- Ensure reports are made to the governing body and safeguarding matters to include changes affecting safeguarding policy and procedures, safeguarding children training received, the number of incidents or cases, (no names) and safeguarding in the curriculum.
- Ensure that this policy is annually updated and reviewed.

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 safeguarding children as written in this policy shall apply.

Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and that there are arrangements to liaise with the school on these matters where appropriate.

Next review: February 2021

Signed: Mr T Shenton Head Teacher

Signed: Mr H Heslop Chair of Governors

GUIDELINES ON THE MANAGEMENT OF ALLEGATIONS OF CHILD ABUSE AGAINST HEAD TEACHERS, TEACHING AND NON-TEACHING STAFF

1. INTRODUCTION

1.1 The following guidelines have been prepared to assist Head Teachers, of child abuse are made Designated Teachers for Child Protection, Designation governors, Heads of Service and other staff within the Education Service with the management of cases where allegations against a member of staff.

1.2 In cases where the head teacher is the Designated Teacher for Child Protection another senior teacher should be named as a Deputy. In addition a School governor, normally the Chairman or vice-Chairman, must be identified as the Nominated Governor for child Protection. The names of these people must be contained in the School's Child Protection Policy Document.

1.3 It should be noted that the Nominated Governor will not be able to participate in any disciplinary hearing which may flow from an allegation of child abuse made against a Head Teacher.

1.4 This advice applies to all staff in the Education Service and not just to teachers and Head Teachers.

1.5 The advice is in line with the guidelines issued by the Council of Local Education Authorities (CLEA) Circular 95/12 "Teachers Facing an Allegation of Physical/Sexual Abuse: Guidelines on Practice and Procedure" and Teachers and Child Protection Head Teachers Facing an Allegation of Physical/Sexual Abuse Guidelines on Practice and Procedure (June 1996)" together with advice contained in "Working Together Under the Children Act 1989" and local Area Child Protection Committee Guidelines. The CLEA Circular has been endorsed by the Teacher Associations, the Department for Education and Employment, the Home Office, the Association of Directors of Social Services and the Association of Chief Police Officers.

1.6 It is important to note that the management and investigation of allegations under child protection procedures is not a disciplinary process. A child protection investigation may inform the disciplinary process and in some circumstances the child protection agencies may make a recommendation concerning the possible suspension of staff or other measures to protect children.

1.7 Investigations carried out under child protection procedures have different objectives from disciplinary procedures. Once a child protection investigation is under way any disciplinary action should be frozen pending the outcome of the child protection investigation.

2. ALLEGATION WHICH MAY TRIGGER CHILD PROTECTION CONCERNS

2.1 Allegations which are most likely to raise child protection concerns fall into two broad categories; physical assault and misconduct of a sexual nature. Examples would be:

Physical Assault

Injuries which result from deliberate physical chastisement or other unjustified physical contact.

Sexual Misconduct

Allegations by a pupil which involve one or more of the following:

- i. Physical contact of an intimate nature including touching/fondling of the breasts and or genital area, kissing a pupil, patting on the bottom etc.
- ii. The use of suggestive language and remarks.
- iii. The forming of a relationship between a member of staff and a pupil which goes beyond the appropriate boundaries of professional conduct.

3. ALLEGATION TO BE TAKEN BY A MEMBER OF STAFF WHO HEARS AN ALLEGATION FROM A CHILD

3.1 When A child reports that he/she has been abused by a member of staff of the school attention must be paid to what is said. Questions may be asked to gain a clearer picture of the allegation but on no account should suggestions be made to the child as to alternative explanations for their concerns.

3.2 The facts of the complaint should be passed immediately to the Head Teacher or in her absence the Deputy Head Teacher.

3.3 Where the complaint is in respect of the Head Teacher this should be reported to the Deputy Head Teacher who will inform the Nominated Governor for Child Protection.

3.4 A written record of the allegation should be made by the member of staff as soon as possible and no later than 24 hours after the allegation was made. The record should be signed and dated. On no account should written statements be taken from the child/children making the complaint. This may prejudice any future action which may need to be taken.

3.5 When a child reports that he/she has been abused by a member of staff or other adult in another school or centre, attention must be paid to what is said and the matter should then be reported to the school's designated teacher for child protection, through whom the information will be transmitted to the Principal Education Welfare Officer.

4. INITIAL URGENT ACTION

4.1 On receiving complaint the Head Teacher, will consult promptly with the LEA or nominated deputy and determine whether the allegation requires further investigation and by whom.

4.2 Where the complaint is in respect of the Head Teacher the Designated Teacher for child Protection should consult promptly with the LEA Contact Officer or Nominated Deputy and determine whether the allegation requires further investigation and by whom. The LEA Contact Officer will inform the Director of Education and the Head of School and Continuing Education Division prior to agreeing to further action.

4.3 It is important to recognise that establishing whether an allegation warrants further investigation does not mean that a view has been formed that the allegation is to be believed. This will be the prime focus of any subsequent investigation of the facts.

4.4 In considering an allegation there are four different outcomes possible:

4.4.1 An immediate referral under the child protection procedures.

The conclusion that there is reason to suppose that abuse may have occurred and that referral under child protection procedures is necessary or that the matter can be dealt with using internal disciplinary procedures. This should be decided in consultation with the LEA Contact Officer.

4.4.2 A decision that the allegation can be classed as inappropriate behaviour which needs to be considered under disciplinary procedures or through a counselling interview.

4.4.3 The conclusion that the allegation is without foundation.

4.5 When considering an allegation the Head Teacher may as well as consulting the LEA Contact Officer, contact South Tyneside's Child Protection Co-ordinator, or one of his deputies. Such consultation will be considered as an informal enquiry for advisory purposes and will not constitute a formal referral for action by the Social Services Department or the police.

4.6 In addition to consultation a written account of the allegation should be compiled, signed and dated by the person who heard the allegation. This should be countersigned and dated by you. **ON NO ACCOUNT SHOULD A WRITTEN STATEMENT BE TAKEN FROM THE CHILD WHO IS THE SUBJECT OF THE ALLEGATION.**

4.7 A record of any information about the times, dates, locations and the names of any potential witnesses should also be made.

4.8 Where it is determined in consultation with the LEA Contact Officer and, where appropriate, the Child Protection Co-ordinator or one of his deputies, that the allegation warrants further investigation the following should take place.

4.8.1 A formal child protection referral directly to the Child Protection Co-ordinator or one of his deputies at Chichester House, South Shields by telephoning 4545021 and by follow-up written confirmation on Referral Form CP1.

OR

4.8.2. An investigation under the appropriate disciplinary procedure for staff, where the Head Teacher/head-of Service is wholly satisfied that the child or children is/are not at risk of significant harm, and that a reportable criminal offence has not been committed.

5. **WHAT WILL HAPPEN FOLLOWING THE REFERRAL TO THE CHILD PROTECTION CO-ORDINATOR**

5.1 The Child Protection Co-ordinator or Deputy Co-ordinator will arrange and chair a planning meeting which will normally take place within 24 hours of the referral being made. The person making the referral will be invited to attend this meeting. Also present at this meeting will be representatives from the Police Child Protection Unit, the Area social Services Team responsible for the area where the child lives, the LEA Contact Officer, the Head Teacher or relevant Head of Service and any other person who may help to inform the meeting. Parents will not be part of this meeting.

5.2 Where **the allegation is in respect of the Head Teacher, the Designated Governor and the Designated Teacher for Child Protection will be invited to attend the meeting. The meeting may be held outside normal school hours to assist the attendance of school staff.**

5.3 The purpose of the planning meeting is to:

- 5.3.1 Share information regarding the allegation and the circumstances surrounding it and decide whether a formal child protection investigation is required. (Where it is determined that a full child protection investigation is not necessary, the matter should be referred back to the appropriate line manager).
 - 5.3.2 Plan the investigation and agree timescales, including the detail of contact with parents, child and the member of staff.
 - 5.3.3 Consider the possibility of multiple abuse.
 - 5.3.4 Consider whether suspension of the member of staff would be appropriate and make a recommendation. (The final decision remains that of the Head Teacher/Head of Service and should be carried out in line with agreed disciplinary procedures).
 - 5.3.5 Where a recommendation to suspend is made in relation to a Head Teacher, this will be communicated to the Director of Education who will consult with the nominated governor and ensure that the appropriate action is taken.
 - 5.3.6. Decide who is going to explain the process to the member of staff and when and where this should take place. Consideration will also be given to offering support to the member of staff and giving him/her the name of a contact person who will provide information concerning the progress of the investigation.
 - 5.3.7 Consider what information and advice should be given to other members of staff.
 - 5.3.8 Consider whether information for other parents is required and if so what form this should take and how it should be communicated.
- 5.4 The investigation will normally be carried out jointly by the Police and Social Services. However, in certain circumstances the Police may act independently, where the alleged offence is unconnected with the professional life of the member of staff.
- 5.5 The LEA Contact Officer will act as the link between the Child Protection Agencies and the school throughout the investigation process.
- 5.6 Depending on the nature of the investigation further meetings will be called to review progress and decide what further measures may need to be taken.
- 5.7 At the conclusion of the investigation a meeting will be arranged to share the findings of the investigation and plan further action.

Appendix B

DISCLOSURE BY ADULTS OF HISTORIC ABUSE

It is not uncommon for an adult to disclose to a member of school staff incidents of abuse from their childhood. In such circumstances it is important that the appropriate response is given.

In the eventuality of such a disclosure being made the adult should be listened to sympathetically. It should be explained to them that there are professionals, ie social workers or a police officer, with whom he/she can talk. Advice regarding this can be sought, by the member of staff hearing the allegation, from either the Child Protection Co-Ordinator in Social Services or the Principal Education Welfare Officer.

Where the alleged perpetrator is known to be or thought to be currently or previously employed with children then there is a duty on the person hearing the allegation to report the details to the designated teacher for child protection who will inform the Principal Education Welfare Officer. This will help to ensure that the safety of children is not put at risk.