

SAFEGUARDING AND CHILD PROTECTION POLICY

September 2018

SAFEGUARDING & CHILD PROTECTION POLICY

The following shall be interpreted as indicated below when used hereinafter within this policy:

- a) 'Trustees' refers to the registered trustees of the Coventry Blue Coat Church of England School Foundation, registered charity number 511793
- b) 'Academy trust' refers to the holding body of the Academy namely, Blue Coat Church of England Academy Ltd, registered company number 7594562
- c) 'Blue Coat School' refers to the physical entity of Blue Coat Church of England School and Music College
- d) Any reference to either 'the school' or 'the Academy' contained within this policy is taken to refer to the appropriate given body within context.

Assessment of Policy's Impact:

The effectiveness of this policy and its impact will be assessed by the SLT Committee and Full Governing Body who will monitor the outcomes and impact of this policy every 1 year.

The school will respond quickly to suspected child abuse by following the Coventry procedures and maintaining maximum possible confidentiality.

Key Contacts:

The Designated Safeguarding Lead is: Mrs V Shelley, Headteacher

The Deputy Designated Safeguarding Lead is: Mrs K Arnold, Student Welfare Office

The Assistant Designated Safeguarding Leads are: Miss J Davoile (Sixth Form); Mrs K Routley (Attendance)

The Designated Teacher for Looked After Children is: Mr N Phipps

CAF trained staff are: Mrs K Allton, Mrs K Arnold, Mrs J Boyd, Mrs L Crosby, Miss S Hawtin, Mr M Winterton, Ms D Wood

Safer Recruitment trained staff are: Mrs V Shelley, Mr F Peacock, Mrs L Henden.

The Designated Governor for Child Protection and Safeguarding is: Mr M Gore

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1. Purpose and Aims

1.1 Blue Coat CE School and Music College fully recognises its responsibilities for safeguarding children (child protection). Safeguarding incidents could happen anywhere, including online, and staff should be alert to possible concerns being raised in the school.

1.2 The policy applies to all staff, governors and volunteers working in the school.

1.3 There are five main elements to the policy:

- Ensuring the practice of safe recruitment in line with national legislation by using at least one suitably trained recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management Procedures
- Raising awareness of safeguarding and child protection issues and equipping all children with the skills needed to keep them safe, including online.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan
- Establishing a safe environment in which children can learn, develop, express their views and give feedback.

1.4 The school recognises that, because of the day to day contact with children, schools and their staff, are an important part of the wider safeguarding system for children. School staff are well placed to observe the outward signs of abuse. The school therefore:

- Establish and maintain an environment where all children feel secure, are encouraged to talk, are listened to, and in which their wishes and feelings are taken into account.
- Ensure all children know that there are adults in the school whom they can approach if they are worried
- Include opportunities across the curriculum for all children to develop the skills they need to recognise and stay safe from abuse or harm, including online.
- Provides a coordinated offer of early help when additional needs of children are identified and contributes to inter-agency plans to provide additional support to children subject to child protection plans.
- Work with social care, the police, health services and other services to promote the welfare of children and protect them from harm, particularly in the case of '**Looked After**', '**previously Looked After**' and other vulnerable children, such as those with SEND.
- Ensure that all staff and adults within school understand that 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 professionals 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**.
- Ensures that fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Ensures that extra pastoral support for children with SEN and disabilities is in place within 'the Hub'
- Has planned positive and proactive behaviour support to reduce the occurrence of risky behaviour and the need to use restraint.

1.5 Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

1.6 Children includes everyone under the age of 18.

2. Statutory Framework

2.1 In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance, including subsequent updates:

- The Children Acts 1989 & 2004
- *The Education Act 2002* (section 175)
- *The Education (Pupil Information) (England) Regulations 2005*
- *Keeping Children Safe In Education* (2018)
- *Dealing With Allegations Against Teachers and Other Staff* (DfE, 2011)
- *Working Together To Safeguard Children* (DfE, 2017)
- Procedures set out by the Coventry Safeguarding Children Board.
- *What To Do If You're Worried A Child Is Being Abused: Advice for Practitioners* (DfE 2015)

2.2 More specifically, the school will:

- Ensure there is a designated senior person appointed as Designated Safeguarding Lead, a deputy and assistants, who have received appropriate training and support for their roles
- Ensure there is a nominated governor responsible for child protection and safeguarding
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name and role of the designated safeguarding lead, their deputy and assistants.
- Ensure all staff and volunteers aware of systems within their school which support safeguarding, including:
 - the Child Protection and Safeguarding Policy;
 - the Behaviour Policy;
 - the Anti-bullying Behaviours Policy;
 - the staff behaviour policy (sometimes called a code of conduct);
 - the safeguarding response to children who go missing from education
 - the Special Education Needs and Disability Policy
 - the Attendance Policy
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse, including online, and responsibility for immediate and early referral of any concerns to the designated safeguarding lead or their deputy, and have read at least part one of *Keeping Children Safe in Education* (2018).
- Ensure all staff have an awareness of safeguarding issues that can put children at risk of harm, including online. Behaviours linked to issues such as drug taking, alcohol abuse, radicalisation, county lines, child sexual exploitation, FGM, deliberately missing education, e-safety and sexting (also known as youth produced sexual imagery).
- Ensure all staff have an awareness of, and are clear about the school's policies and procedures with regards to peer on peer abuse, including bullying.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify Social Care immediately (On the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan**.

- Contact the child's social worker directly if there is an unexplained absence of a child who is '**Looked After**' or '**Previously Looked After**'. This will then trigger actions identified in the 'Joint Police and Social Care Protocol for Dealing with Children Missing from Care'.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences.
- Keep detailed, accurate, secure written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all safeguarding and child protection records are kept securely, separate from the main pupil's file, and in locked locations.
- Follow the procedures set out in section 14 of this document, if an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed.

3. Safeguarding Training

- 3.1 The Headteacher will undertake training on child protection at least once every three years (statutory requirement). If the Headteacher is the DSL then he/she shall meet the training requirements set out in 3.2 below.
- 3.2 The Designated Safeguarding Lead (DSL) will attend the LSCB Level 2 'Working Together to Safeguard Children' training, and then undertake refresher safeguarding training at Level 2 or Level 3 at least every two years (statutory requirement).
- 3.3 The Deputy DSL and Assistant DSLs will also meet the training requirements in section 3.2
- 3.4 Any newly appointed DSL will attend, or have attend, the local multi-agency safeguarding Level 2 'Working Together to Safeguard Children' training before taking lead responsibility for the short time that the DSL is waiting to receive training
- 3.5 The designated Governor for Safeguarding and Child Protection will undertake governor safeguarding training at least once every three years.
- 3.6 All members of staff, including governors, will receive training on child protection and the systems which support safeguarding in the school, including the prevent agenda, at least once every three years (statutory requirement). The school recognises that staff training at two yearly intervals is recognised as good practice and will endeavour to meet this standard.
- 3.7 All new members of staff, including governors, will receive child protection training, as well as training on the systems which support safeguarding in the school, including the prevent agenda, as part of their induction programme
- 3.8 Briefings and updates on child protection and safeguarding procedures will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur, to provide them with relevant skills and knowledge to safeguard children effectively.
- 3.9 Induction and training will be in line with any published local multi-agency safeguarding arrangements.
- 3.10 At least one member of every appointments panel will have gained accreditation through Safer Recruitment training (statutory requirement). The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post.

4. The Headteacher's Roles and Responsibilities re Safeguarding

4.1 In line with the statutory guidance (DfES, 2006), the Headteacher will ensure that:

- The policies and procedures adopted by the governing body or proprietor are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other interagency meetings, and contributing to the assessment of children;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner, in accordance with agreed whistle blowing policies, where appropriate.

4.2 Ensure there is a designated teacher, who has responsibility for promoting the educational achievement of '**Looked After** and **Previously Looked After**' children. This designated teacher must have appropriate training and the relevant qualifications and experience.

5. The Designated Safeguarding Lead's Role and Responsibilities

5.1 The Designated Safeguarding Lead (DSL) will co-ordinate action on safeguarding and child protection within the school. They will ensure that all staff, volunteers and visitors to the school know who the DSL is and who acts in his/her absence, and that they are aware of their responsibilities in being alert to the signs of abuse and of their responsibility to report and record any concerns. The responsibilities of the post are as follows:

- To ensure that each member of staff/volunteer has access to and understands the school's child protection policy (including all new or part-time staff who may work with other schools), and have read at least part one of Keeping Children Safe in Education (2018).
- To ensure that all staff/volunteers have induction training covering child protection and are able to recognise and report any concerns immediately they arise.
- To be, and to ensure the Deputy or Assistants are, available for staff/volunteers who have a concern about a child. Arrangements should be made for adequate and appropriate contact arrangements for any out of hours/out of term activities.
- To keep detailed, accurate, secure, written records of all information concerning Safeguarding and Child Protection issues and concerns, and to keep this information away from the regular pupil record.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide, and to ensure that systems should be in place for children to express their views and give feedback
- Where children leave the school or college, to ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.
- To immediately refer cases of suspected abuse or allegations of abuse to the appropriate MASH (see section 10.5 for details).
- To consider the context within which safeguarding incidents and/or behaviours occur (**contextual safeguarding**). Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
- To liaise as appropriate with other agencies, such as the Police, Social Care, Health Service, including in the setting up an inter-agency assessment as appropriate.
- To ensure cases are kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.
- To have details of the social worker for all '**Looked After Children**' and the name of the virtual school head in the authority that looks after the child.

- To represent the school at any Child Protection Conference or arrange for a representative from the school to attend in their absence.
- To ensure any recommendations made by the conference which involve school staff are carried out as agreed at the conference.
- To be a member of any subsequent 'Core Group' following a child's registration on the Child Protection Register.
- In the event of an allegation against a member of school staff or a volunteer, to pass the allegation to the Headteacher (see section 14 of this policy).

5.2 Aspects of the designated safeguarding lead role can be delegated to the appropriately trained deputy and assistants. However, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility should not be delegated.

6. The Governing Body's Roles and Responsibilities re Safeguarding

6.1 In light of the statutory guidance the Governing Body has nominated a governor who will be responsible for Safeguarding and Child Protection and will liaise with the DSL on matters relating to Safeguarding and Child Protection.

The Pupil Behaviour Committee will monitor and review the practical application of this policy within school.

6.2 The Governing Body will ensure that:

- The school has a child protection policy, procedures and training in place that are in accordance with local authority guidance and locally agreed interagency procedures, as well as national statutory guidance, with the policy made available to parents;
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- Ensure appropriate filters and appropriate monitoring systems are in place, so that that children are safeguarded from potentially harmful and inappropriate online material;
- The school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority, locally agreed interagency procedures and national guidance;
- The school has a staff behaviour policy which should include acceptable use of technologies, staff/pupil relationships and communications including the use of social media;
- The school has appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions. This includes early intervention, necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future, and where reasonably possible, schools will hold more than one emergency contact number for each pupil.
- The school has a specific policy with regard to peer on peer abuse, entitled *The Anti Bullying Behaviours Policy*.
- A senior member of the school's leadership team is designated to take lead responsibility for dealing with safeguarding and child protection issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies, as DSL. This should be explicit in the jobholder's job description;
- A member of the school staff is appointed as a designated teacher to promote the educational achievement of registered pupils who are '**Looked After**' and '**Previously Looked After**'.
- In addition to basic child protection training, the designated safeguarding lead undertakes training in inter-agency working that is provided by, or to standards agreed by, the LSCB, and refresher training at two yearly intervals to keep his or her knowledge and skills up to date;
- Ensure that staff have the skills, knowledge and understanding to **keep 'Looked After Children', and 'Previously Looked After Children** safe, and that appropriate staff

have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

- Ensure that the school contributes to multi-agency working in line with statutory guidance '*Working Together to Safeguard Children*'.
- Recognise the importance of information sharing between professionals and local agencies, which are especially important to identify and prevent child sexual exploitation, and which include ensuring arrangements are in place that set out clearly the process and principles for **sharing information**. Personal information should be processed fairly and lawfully, to keep information held safe and secure.
- The Headteacher, and all other staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively at induction, that is kept up to date by refresher training at three yearly intervals, and temporary staff and volunteers who work with children are made aware of the school's arrangements for safeguarding and child protection and their responsibilities, including overcoming additional barriers can exist when recognising abuse and neglect in the most vulnerable children, such as those with SEND;
- The Headteacher remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to his/her attention;
- A member of the governing body (usually the chair) is nominated to be responsible for liaising with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the Headteacher (Contact details of the LADO are given in section 14.7);
- That enhanced DBS checks are in place for all governors and volunteers within the school.
- The Governing Body reviews the safeguarding and child protection policy and procedures annually.

7. The Role and Responsibilities of all Staff within School

7.1 All staff will ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility for the immediate and early reporting and recording of any concerns. This means that they:

- Have read at least part one of *Keeping Children Safe in Education* (2018).
- Should be aware of the local **Early Help process** and understand their role in it by being prepared to identify children who may benefit from 'Early Help', which means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- Recognise that children are capable of abusing their peers.
- Take seriously any disclosure made to them and provide reassurance to the discloser through their responses and behaviour.
- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse.
- Should follow the referral processes set out in this policy, where they have a concern about a child's welfare, even if they are unsure.
- Expect to support social workers and other agencies following any referral, and are aware of 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..
- Take responsibility to provide a safe environment in which children can learn.
- Understand that, where they are a qualified teacher, *The Teachers' Standards* (2012) state that all teachers (which includes headteachers) should safeguard children's

wellbeing and maintain public trust in the teaching profession as part of their professional duties

- Maintain an attitude of 'it could happen here' where safeguarding is concerned.

7.2 It is recognised that a child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore important that all the staff is aware of the signs and behaviour which may indicate abuse (see section 9 and Appendix 1)

7.3 If any member of staff has a concern about a particular child in their care, they should immediately report their concerns to, and seek advice from the Designated Safeguarding Lead, or in their absence, the Deputy Designated Safeguarding Lead. Staff should provide the Designated Safeguarding Lead with a signed and dated written record of their concerns. All staff may raise concerns directly with Children's Social Care services.

7.4 If there is an allegation or concerns raised against the Headteacher, then the process outlined in sections 14.10 and 14.11 of this document will be followed.

7.5 Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about **female genital mutilation (FGM)**, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

8. Promoting Children and Young People's Well-being

8.1 The aim of this model is to provide support to families at the earliest opportunity so that children and young people's wellbeing is promoted. All professionals 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.

8.2 The model sets out a single assessment, planning and review pathway for all children and young people, ensuring that needs are identified earlier and addressed on a multi-agency basis, previously known as the **Common Assessment Framework (CAF)** and now known as '**Early Help Assessment**'.

8.3 Child protection procedures should be seen within the context of this broader framework as a response when there is a perceived need to protect a child or young person who is at risk of significant harm, including from another child and online.

9. When to be concerned

9.1 All staff and volunteers should be aware of the main categorised of abuse so that they are able to identify cases of children who may be in need of help or protection. These are:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

9.2 All staff and volunteers should act in accordance with this policy if a child he/she presents with indicators of abuse (see Appendix 1 for details).

9.3 Any child may benefit from early help, but all school 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 '**Looked After**' or '**Previously Looked After**'

- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation
- 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;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

10. Dealing with a Disclosure

10.1 If a child discloses that he or she has been abused in some way the member of staff should:

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light
- Listen to what is being said without displaying shock or belief
- Do not make false promises which may not be able to be fulfilled and do not promise confidentiality
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Reassure the child that what has happened is not their fault
- Stress that it was the right thing to tell
- Explain what has to be done next and who has to be told
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells, nor should any answer be questioned.
- The record of the disclosure should then be signed and dated
- Speak with the Designated Safeguarding Lead, and provide him/her with the signed, dated written record, using the agreed school pro-forma, without delay.

10.2 The same approach to receiving a disclosure should be taken if the discloser is not the allegedly abused child but another child or adult.

10.3 Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.

10.4 When the DSL, or in his/her absence, the Deputy DSL, has been informed, he/she will make the decision whether or not to refer the concern to Social Care. The appropriate MASH will be consulted when there is uncertainty about whether to refer.

10.5 Referrals will be made as soon as possible and the appropriate forms completed and sent at the time. Referrals to Children's Social Care should be made to the appropriate MASH for the local authority in which the pupil lives. For Coventry, **telephone: 024 7678 8555**

10.6 Additional referral guidance is provided in Appendix 2.

11. Confidentiality

- 11.1 Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in school. All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals.
- 11.2 If a child discloses to a member of staff/volunteer and asks that the information is kept secret, it is important that the member of staff/volunteer tells the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead she/he must explain that he/she may need to pass information to other professionals to help keep the child or other children safe.
- 11.3 Staff/volunteers who receive information about children and their families in the course of their work should share that information only with appropriate contexts.

12. Communication with Parents

- 12.1 Parents and carers will be aware of the school/service policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.
- 12.2 The Governing Body makes this policy available to parents, carers and children through the school website. A hard copy is also available on request.

13. Record Keeping

- 13.1 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).
- 13.2 The completed forms/records will be kept for the duration of the child's school career and where a child changes school the forms/records will be forwarded to the Link Teacher at the receiving school. The school will retain a receipt for the records signed by the receiving school.
- 13.3 The information contained will be regarded as confidential. Any request for access to the information by non-Coventry multi-agency safeguarding bodies (e.g. Solicitor, investigating agent) will be referred to the Headteacher/DSL who is advised to seek legal advice before acting.

14. Dealing with Allegations against School Staff or the School's safeguarding practices

- 14.1 An allegation is any information which indicates that a member of staff/volunteer may have:
- Behaved in a way that has, or may have, harmed a child
 - Possibly committed a criminal offence against or in relation to a child
 - Behaved towards a child or children in a way which indicated s/he would pose a risk of harm if they work regularly or closely with children.

- 14.1 All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime, as well as safeguarding concerns about another member of staff (including volunteers) posing a risk of harm to children, and know that such concerns will be taken seriously by the senior leadership team. Whistleblowing procedures are in place and publicised on the school's website.
- 14.2 This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life, including online.
- 14.3 To reduce the risk of allegations, all staff and volunteers should be aware of safer working practice and should be familiar with the Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.
- 14.4 The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.
- 14.5 Actions to be taken include making an immediate accurate, written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed to the Headteacher or DSL.
- 14.6 The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with the procedures is a potential disciplinary matter.
- 14.7 The Headteacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO) for Education, who is Angie Bishop. Her contact details are: Email: lado@coventry.gcsx.gov.uk Tel: 024 76 833 443.
- 14.8 If the allegation meets any of the three criteria set out in section 4.1 then the Headteacher should contact the LADO (Education) without delay, and provide the LADO with written confirmation of the allegation.
- 14.9 The Headteacher should, as soon as possible, **following briefing** from the LADO inform the subject of the allegation.
- 14.10 If there is an allegation or concerns raised against the Headteacher, or the school's safeguarding procedures, then the Chair of Governors will be contacted. The Chair of Governors for this school is: **Mrs L Johnson**.
- In the absence of the Chair of Governors, the Vice Chair, **Mrs L Whitehouse**, should be contacted. The Headteacher's PA will provide contact details for the Chair and/or Vice Chair of Governors.
- 14.11 In the event of allegations or concerns against the Headteacher the Chair of Governors (or the Vice Chair) will contact the LADO, whose contact details are given in 14.7 above.

15. Monitoring & Evaluation

The responsibility for ensuring that the Child Protection Policy and procedures are in place, available for parents and reviewed annually lies with the Governing Body. This policy will be reviewed in line with the timescale and details set out on the front cover.

16. List of Appendices:

Appendix 1: Types and indicators of abuse Appendix 2: Referral guidance

Appendix 3: The Seven Golden Rules for Sharing Information

Appendix 4: Further Advice and Guidance

Appendix 1: TYPES OF ABUSE

This guidance is provided as a useful reminder of the types and indicators of abuse, but should always be considered within the context of a comprehensive training programme and not as a substitute for more in-depth consideration.

There are four categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

Indicators of Neglect:

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- No social relationships
- Running Away
- Compulsive stealing or scavenging

Indicators of Sexual Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Sudden changes in behaviour or in school performance
- Displays of affection in a sexualised way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour eg. Thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, eg throat infection, venereal disease or other STD
- Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing eg for sport
- Phobias or panic attacks

Indicators of Emotional Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour eg. Thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging

Indicators of Physical Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

There are **four** types of procedure:

Type 1 Clitoridectomy – a partial/total removal of clitoris

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

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

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

FGM procedures are carried out because of the belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman/rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean/hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier.

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

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready of a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea, as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or prepare for marriage Signs that may indicate a child has undergone FGM:
- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

As with Forced Marriage, there is the 'one chance' rule: it is essential that settings, such as schools/colleges take action **without delay**.

Appendix 2: REFERRAL GUIDANCE

REASONS WHY SOME PEOPLE MAY NOT REPORT ABUSE:

- The child asks you to keep silent or keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of own abusive experiences
- Fear of reprisals to oneself/children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures.

WHY CHILDREN CAN'T TELL ABOUT ABUSE:

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school, etc.
- Maybe emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks it is normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilty about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills

REASONS TO REFER:

- Children have the right to be safe
- Adults have a responsibility to protect children
- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well abuse many other children who also have a right to protection

For further guidance and support, contact the Children's Registration and Reviewing Service
(Tel: 024 7683 3443)

MAKING A DECISION

Child:

- What are the risks to the child?
- Have I checked out these risks with others working with the child?
- Are the risks worth taking now?
- What will be the gain to the child of doing nothing?
- What will be the loss to the child of doing nothing?
- Have I considered how the losses and gains might alter the time it takes for the interventions to work?
- Will other children be affected?

Personal Context:

- Do I have the necessary information?
- Might I be missing something in the current hypothesis of the case?
- Do any of my observations/assessments or those of others not fit into the hypotheses?
- Do I have a strong feeling for or against the carer or the child?
- Does my hypothesis match my intuition?
- Am I qualified to make this decision?

The Action:

- What action should be taken?
- Who will take the action?
- Are there any other resources to be used?
- When will I review actions and re-evaluate risk?
- How will I recognise success?
- How will I recognise failure?
- Are relevant professionals aware of, and in agreement with, the actions?
- Is the carer aware of, and in agreement with, the actions?

Appendix 3: The seven golden rules to sharing information As published by HM Government 2015

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Appendix 4: Further Advice and Guidance

School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- abuse (DfE advice for practitioners)
- bullying including cyberbullying (DfE advice for headteachers, staff and governing bodies)
- criminal exploitation of children and vulnerable adults county lines (Home office guidance) and Annex A
- children missing education (DfE advice for schools) and Annex A
- child missing from home or care (DfE statutory guidance)
- child sexual exploitation advice for practitioners (DfE advice for practitioners) and Annex A
- domestic abuse (Home Office advice) and Annex A
- drugs (DfE and ACPO advice for schools)

Draft for consultation

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- fabricated or induced illness (DfE, Department for Health and Home Office statutory guidance)
- faith based abuse (national action plan)
- female genital mutilation (multi agency statutory guidance) and Annex A female genital mutilation (Home Office advice)
- forced marriage (Foreign and Commonwealth Office and Home Office advice) and Annex A
- gangs and youth violence (Home Office advice)
- gender based violence/violence against women and girls (Home Office strategy)
- gender-based violence/violence against women and girls (Home Office information)
- hate (educate against hate website)
- mental health (DfE advice for schools)
- missing children and adults (Home Office strategy)
- private fostering (28 days or more- Children Act 1989- statutory guidance for local authorities)
- preventing radicalisation (Home Office Statutory Prevent guidance) and Annex A
- protecting children from radicalisation (DfE Prevent advice for schools)
- relationship abuse (disrespect nobody website)
- sexual violence and sexual harassment between children in schools and colleges (DfE advice for schools and colleges)
- sexting (UK Council for Child Internet Safety advice for schools and colleges)
- trafficking and modern slavery (DfE and Home Office guidance)

SAFEGUARDING & CHILD PROTECTION POLICY

Reviewed by: Mrs V Shelley

June 2018

Next Review Date:

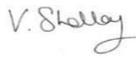
June 2019

Approved by Governors:

10th July 2018

Signed:

Signed:



VICTORIA SHELLEY
Headteacher

LYN JOHNSON
Chair of Governors

Date: 10.07.18

Date: 10.07.18