



Broadway Junior School

School Safeguarding
Policy

School Safeguarding Policy

Purpose and Aim

Broadway Junior School's whole-school Safeguarding Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with Child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where Child Protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being. The policy has been compiled in accordance with Guidance for Safer Working Practice for Adults who work with Children and Young People January 2013 and Keeping Children Safe in Education September 2016.

Introduction

Broadway Junior School fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to Broadway Junior school's Child Protection Policy:

1. prevention (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families)
2. protection (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and is supported to refer their concerns to the Designated Safeguarding Lead or the MASH directly IF NECESSARY)
3. reconsideration (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no change to a child's circumstances)
4. support (to pupils and school staff and to children who maybe vulnerable due to their individual circumstances)

This policy applies to Broadway Junior School's whole workforce.

Framework and Legislation

Schools do not operate in isolation. Keeping Children Safe from Significant Harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Sunderland Safeguarding Children Board which includes the partnership of several agencies who work with Children and families across the City.

Broadway Junior School is committed to respond in accordance with Sunderland Safeguarding Children Board and partner agencies in all cases where there is a concern about significant harm.

Safeguarding and promoting the welfare of children is defined in 'Working Together to Safeguard Children' (2010) section 3.1 1as:

'The process of protecting children from abuse or neglect, preventing impairment of their health or development and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully'.

Significant Harm

Local Authorities duty is to investigate (S47 of the Children Act 1989). Where a Local Authority is informed that a child who is living, or is found, in their area is subject to an emergency protection order, Police protection or they have reasonable cause too suspect suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. Children's Services Social Care undertake this responsibility on behalf of the Authority once a referral has been made.

Harm means ill treatment or the impairment of health or development; development means physical, intellectual, emotional, social or behaviour development.

Health means physical or mental health.

Ill-treatment includes sexual abuse and forms of ill-treatment which are not physical.

Note: harm now includes the impairment of a child's health, or the development as a result of witnessing the ill treatment of another person (*Adoption and Children Act 2002*)

Also refer to SSCB: New and Updated Procedures Section 4.17 - Working with children who are sexually abused (SSCB Portal www.sunderlandscb.com/web/guest/procedures).

Significance could exist in the seriousness of harm or the implication of it. This will be a finding of facts for court. The court will have to establish which strand of health and development

would be reasonable to expect from a child with similar attributes, assess the shortfall against standard and decide whether the difference represents significant harm.

(Children Act guidelines and Regulation)

Parents/carers should be aware that the School will take any reasonable action to safeguard the welfare of its pupils. In cases where the School has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the Sunderland Safeguarding Children Board Procedures and inform the Children's Services Social Care or the Police Public Protection Unit of their concern

(www.sunderlandscb.com/web.quest/procedures) or SSAB website - www.alertabuse.org.uk

The Role of the Head Teacher and Governors

The Head Teacher and the Governors will seek to fully support the role and responsibilities of the designated persons for child protection through ensuring that:

- Staff are aware of the designated persons, the procedures and have their full support.
- Inter-agency procedures are known and followed.
- Time is available for training.
- Time and adequate resources are available for the designated teacher to carry out their roles and responsibilities.
- An annual report to governors is provided which details the training undertaken during the year and monitors and reviews the school policy and in-school procedures.
- The appointed child protection governor is aware of the procedures and practices of the school and is able to challenge and support the school in ensuring good practice.
- Key Governors and Staff have attended Safer Recruitment Training See Training Record App. 1

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect children. Within Broadway Junior School the following individuals have special responsibilities:

- Mrs A Acklam (Designated Person)
- Mrs C Johnson (Nominated Deputy)
- Mr A Heywood (Nominated Deputy)
- Mrs J Ditch (Governor for Safeguarding)

The Role and Responsibilities of the Designated Persons

The Designated Child Protection Officer for the school is Mrs Acklam who will be the first point of reference for any issues to do with child protection. In her absence, staff should report to a member of the Senior Leadership Team. Alternatively, concerns and advice can be sought from Mrs C Johnson and Mr A Heywood.

The designated person is not expected to be an expert. Once the school has reported concerns it is for the police and social services to carry out necessary investigations. In this school the

designated persons endeavour to:

- Co-ordinate action in cases of child abuse both within the school and with outside agencies.
- Act as consultant for school staff and outside agencies about particular children.
- Ensure that appropriate staff within school has sufficient knowledge about the child at risk to protect him/her.
- Keep information about those pupils on a Child Protection plan.
- Pass on information to the receiving designated person when the child changes school.
- Liaise with other agencies of the LSCB, Local Safeguarding Children Board.
- Arrange ongoing whole school awareness, raising staff development (including support staff), with regard to child protection.
- To attend training provided by the LSCB and designated persons network meeting.

The designated person reserves the right to confidentiality of any pupil. Relevant information will be shared on a need to know basis with appropriate staff. When a pupil, who is subject to a child protection plan, transfers to another school contact will be made, either by telephone or in a meeting, with the designated person from the receiving school, ensuring that all relevant information is transferred by use of a summary report. Where the child has a child protection plan the child's social worker will be informed.

All children's records on transfer to Broadway will be passed on to the designated person. Class teachers are aware of any child who is currently accessing support from external agencies via a list kept in class welfare files. The list also identifies children who have previously received support. They are aware that any sensitive information concerning these children should be reported to the designated person.

On the disclosure of an incident, or in the event of a teacher having emerging concerns, the member of staff will complete a cause for concern referral form collating all the necessary information about the child/family, which is then passed onto the designated person. A chronology will be started showing the date, the action taken and the lead person/agency. This log will be continued and monitored as further concerns arise. An electronic record is used which is password protected. This enables good communication in the case of different members of staff receiving information at different times.

At Broadway we are proactive in developing effective links with relevant agencies and are committed to taking an active role in multi-agency meetings. Key staff attend all core group meetings, child protection conferences and reviews.

School has a procedure for the early identification of concerns about a child's welfare, in an attempt to avoid reaching threshold of Children's Social Care. These concerns are shared with parents who are offered help and advice and where applicable support from other agencies (e.g Strengthening Families)

If a member of staff has concerns about a child or a child has disclosed abuse: Staff will follow the guidance given for individuals at Appendix 1, and the school will then follow the in-school protection procedures, as shown at Appendix 2.

The Role and Responsibilities of every member of staff will be to:

- know who the designated teacher is;
- know and follow the in-school procedures;
- ensure new guidance is read and signed when disseminated to whole school
- understand the role of the designated teacher;
- attend any in-school meetings when appropriate;
- monitor any vulnerable child, who is in their local authority care, or on a child protection plan, child in need plan or under the Early Help Offer
- have a general awareness of the possible indicators of abuse; and
- keep confidential any sensitive information which has been shared with them

Recording, Storing and Sharing Information

All confidential information regarding children is filed and stored in a locked cupboard. The designated lead (Mrs M Acklam) reserves the right to confidentiality of all pupils. Relevant information will only be shared with appropriate staff on a need to know basis. When a child who is subject to a Child Protection/Child in Need plan transfers to another school, contact will be made, either by telephone or in a meeting, with the respective designated Safeguarding lead of the receiving school ensuring that all confidential information is shared and transferred safely.

Safe Schools/Safe Staff

Governors have agreed and ratified the following policies which must be read in conjunction with this policy.

Whistle Blowing/Confidential Reporting

Broadway Junior School's Whistle Blowing/confidential reporting Policies provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adults behaviour.

Complaints/Allegation Management Towards or with a Child or Adult

A safeguarding complaint involving a member of staff must be reported to the Headteacher immediately. If the complaint involves the Headteacher then the next most senior member of staff must be informed and the Chair of Governors. Consultation without delay with the LADO Sarah Storer Tel 520 5555 will determine what action follows. A multi agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/ senior member of school staff must attend this meeting, which will be arranged by the LADO Tel: 0191 520 5560. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

Training and Support

All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's or college's child protection policy; the school's or college's staff behaviour policy (sometimes called a code of conduct); safer

working practice document and the designated safeguarding lead and their cover or nominated deputy.

All staff members should also receive appropriate child protection training which is regularly updated. The Governing Body in consultation with SSLB will decide the frequency and content of this CPD.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. Broadway Junior School recognises that the only purpose of confidentiality in this respect is to benefit the child. (See Chapter 1 of the Sunderland Safeguarding Children Board (SSCB) Safeguarding Children Procedures (www.sunderlandscb.com)).

Records and Monitoring

Well-kept records are essential to good Safeguarding practice. Broadway Junior School is clear about the need to record any concerns held about a child or children within its care.

Attendance at Safeguarding Conferences

In the event of Broadway Junior School being invited to attend Child Protection Conferences, the Designated Safeguarding Lead will represent the school and/or identified the most appropriate trained member of staff to provide information relevant to Child Protection Conference (Initial/Review). Using the proforma in Sunderland Safeguarding Children Board Procedures -which can be found at www.sunderlandscb.com.

Supporting Children

Broadway Junior School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Broadway Junior School may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

Broadway Junior School also recognises that some children who have experienced abuse may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

Broadway Junior School will endeavour to support all its pupils through:

- The curriculum, to encourage self-esteem, self-motivation, self- protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- A coherent management of behaviour and discipline policy & procedures inclusive of the use of reasonable force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond

appropriately in all safeguarding situations.

Broadway Junior School recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to a statement of special needs, an Education Health Care Plan or have a medical condition as these can mask safeguarding issues and must not be dismissed.

Broadway Junior School also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

This policy **MUST** be read in conjunction with other related policies in school.

These include.... (for example)

Robust School Recruitment and Selection policy-inclusive of safer recruitment guidance and regulation for example a **single central record** which demonstrates the vetting checks (identity qualifications prohibitive order, right to work in the UK), for the workforce who are in regulatory activity DBS, children's/adult barred list and supervision of those who don't meet this requirement. Clear recruitment procedures which embeds safeguarding across every aspect from vacancy to conditional appointments induction and an on-going culture of vigilance. Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school. School Staffing (England) Regulations 2009, Regulation 9: at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in statutory guidance in Keeping Children Safe and Working Together 2013/2016.

- Staff Behaviour Policy (Code of Conduct) Sunderland's Guidance for Safer Working Practices for Adults who Work with Young People. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- Behaviour & Discipline Policy - inclusive of the Use of Reasonable Force.
- Anti-Bullying Policy/Cyber Bullying.
- Inclusion & Special Education Needs Policy.
- The Schools Educational Visits/Off Site Policy (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips, visits or pupils being creatively educated.
- Photographic and Digital Imagery Policy with parental consent forms annually signed.
- Administration of Medicines Policy and Procedures with trained staff who manage this.

- Pupils with Medical Needs Policy and implications for your workforce pupils and partnership with parents.
- Attendance Management.
- Missing Children Policy - inclusive of runaways, missing, and missing from education.
- Looked after Children Policy inclusive of named LA teacher whose role is to champion the achievement of LAC in your schools and work closely with the DSL.
- Intimate Care and Care Plan Policy - inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.
- Unaccompanied travel to and from school procedure to ensure pupils safety.
- Single Equality Scheme.

This template was originally developed by members of CAPE (National Group of Education Leads for Safeguarding and Child Protection across the North West/East) Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit local/regional needs. In 2014 this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for schools In light of the new statutory DfE guidance 'Keeping Children Safe in Education'. Approved by SSCB policy and procedure sub-group.

It has been informed by the following legislation and national & local guidance:

Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175

Keeping Children Safe in Education April 2014

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Framework for the Assessment of Children and Families

<http://www.safeguardingchildren.co.uk/appendix-4.html>

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Working Together to Safeguard Children DOH (2013)

<http://www.workingtogetheronline.co.uk/documents/Working%20TogetherFINAL.pdf>

Sunderland Safeguarding Children Board Procedures www.sunderlandscb.com

Strengthening Families Referral Form

http://www.sunderlandscb.com/user_controlled_lcms_area/uploaded_files/Strengthening%20Families%20Referral%20form%2017%202014.doc

CP Referral Form

http://www.sunderlandscb.com/reporting_concerns.html

Data Protection Act 1998

<http://www.legislation.gov.uk/ukpga/1998/29/contents>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

Freedom of Information Act 2000

http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance.

This policy must be ratified by the governing body signed/dated by both the Headteacher and Chair.

**Whole School Policy: Child Protection
Children and Young People
Broadway Junior School**

Academic Year	Designated Safeguarding Lead	Named Cover	Nominated Governor

Review Date	Changes Made	Ratification Date By Governing Body

Designated Safeguarding Lead - Sunderland City Council Agreed Role

- To have a sound knowledge of, and to respond in accordance with, SSCB Safeguarding Children Procedures.
- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support advice, expertise, co-ordination within the educational establishments when receiving welfare concerns/suspicion of child abuse and deciding whether to make a referral by liaising with relevant agencies.
- Ensure that all staff report any welfare concerns/suspicion of child abuse to the Designated Safeguarding Lead or cover nominated deputy in their absence (liaison with Headteacher is essential if this person does not hold this key responsibility).
- Encourage a culture of listening to children and taking account of their wishes and feelings in order to protect them.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Make referrals of all cases of suspected child abuse to the MASH (Multi Agency Safeguarding Hub).
- Liaise with other agencies and co-ordinate the most appropriate school representative to attend/contribute at child protection meetings.
- Monitor the transfer of pupils, alerting the Attendance Team of any concerns immediately. Maintain contact with other relevant schools where there is more than one child in the family.
- When children leave the establishment ensure child protection files are copied and the copied files transferred to the new establishment as soon as possible separately from main school files. A receipt must be returned to the forwarding school and kept until the child's 25th birthday.
- Be able to keep detailed accurate secure written records of referrals/concerns.
- Receive appropriate training every 2 years to:
 - Understand the assessment process for providing early help and intervention.
 - Have working knowledge of CP conferences and reviews be able to attend and

effectively contribute.

- Ensure whole workforce understands the child protection policy in practice and their new role within this.
 - Attendance at safeguarding lead termly briefings/or alternative CPD.
- Ensure all staff have induction training covering safeguarding/child protection and are able to recognise and report any concerns immediately as they arise.
 - Ensure each member of staff has access to and understands the School's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
 - Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
 - Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place.
 - Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
 - Ensure the Child Protection Policy is updated and revised annually and work with Governing Bodies/proprietors regarding this.
 - Ensure whole workforce read Part 1 of Keeping Children Safe in Education and are clear of their role in your school.
 - Ensure the child protection policy is publicised on your school website. The policy alerts them to the fact that referrals about suspected abuse or neglect may be made and the schools/colleges role in this.

Information for Parents/Carers

Any referrals being made will be discussed with parents/carers, unless it is a sexual abuse allegation. The school upholds the policy laid out by the LEA guidelines. Looked After Children The Designated Looked After Child Person is in the first instance the Headteacher, Mrs Ostmeier, supported by the Pastoral Team. School have a policy on

Looked After Children

The Designated Looked After Child Person is in the first instance the Headteacher, Mrs Acklam, supported by the Pastoral Team. School have a policy on Looked After Children, which supports government legislation, a copy of which can be found in the Central Safeguarding file.

Preventive Work in School

The school will make use of resources available in the authority to encourage the development of the school as a 'listening' school. The PSHE curriculum and sex education curriculum will be examined to identify any areas in which direct teaching might be appropriate to support children in protecting themselves and in recognising the need to protect others.

Protecting Pupils from Female Genital Mutilation (FGM)

School follow government guidance and legislation on FGM, a copy of which can be found in the Central Safeguarding File. Forced Marriage and Honour Based Violence (FM & HBV) School follow government guidance and legislation on FM & HBV, a copy of which can be found in the Central Safeguarding File.

Forced Marriage and Honour Based Violence (FM & HBV)

School follow government guidance and legislation on FM & HBV, a copy of which can be found in the Central Safeguarding File.

Children Missing Education (CME) School follow Local Authority Guidance on CME a copy of which can be found in the Central Safeguarding File.

Child Sexual Exploitation (CSE) School follow Local Authority Guidance on CSE a copy of which can be found in the Central Safeguarding File.

Children with disabilities

The available UK evidence on the extent of abuse amongst disabled children suggests that disabled children are at increased risk of abuse and that the presence of multiple disabilities appears to increase the risk of both abuse and neglect. Staffs need to be aware that additional barriers can exist when recognising abuse and neglect in this group of children. Additional guidance can be sought on the DFE website: Safeguarding Disabled Children: Practice Guidance (July 2009).

E Safety

- The school's internet access is designed expressly for pupils use and includes filtering appropriate to the age of the pupils. The children are taught about the dangers of using the internet and social media platforms including the use of Facebook', Twitter' 'Instagram' and 'Bebo'. The school works in partnership with parents, children and the ICT provider to ensure that children at Broadway are unable to accesses social network sites within the school. Staff have undertaken training on how to keep themselves safe using social media platforms.
- School buy in the services of Connected IT Consultants to ensure that regular screening of on- line materials is completed and appropriate software security systems are in place
- Children who walk home alone may bring mobile phones into school. These must be handed in to class teachers first thing in the morning and collected as they leave the building.

- Staff must have their mobile phones on 'silent' during teaching times. Phones must be kept in cupboards, away from children. They must not check or answer calls or texts during these times. Staff should ensure that contacts who may need to contact them urgently during the school day, (e.g. family or schools attended by their own children) phone the school office in the case of an immediate emergency. The sending of abusive or inappropriate text messages by staff is strictly forbidden as is the use of mobile phones to take pictures or videos of children, either in the building or on school trips.

Channel - Prevent

Channel is an early intervention strategy aimed at identifying and supporting those individuals vulnerable to radicalisation into violent extremism. Channel is designed to establish an effective multi-agency referral and intervention processes to identify vulnerable individuals and provide them with diversionary intervention to support them and reduce their vulnerability. Referrals or advice regarding Channel/Prevent concerns can be accessed in the following way.

Staff Training

Any new member of staff will be asked to undertake a short training session with the designated teacher on this policy and procedure. All staff teaching and non teaching will have received updated and relevant training from the Safeguarding First and this is renewed every three years. (see training record)

Confidentiality

All staff will follow the procedure below:

1. In cases of disclosure or abuse, by either children or adults, we are obliged to share the information with the designated person who will make referrals to social services without delay after speaking to the parents when it is necessary.
2. Monitor and record concerns.
3. Liaise with other agencies.
4. Attend relevant training.

All referrals are confidential; staff will agree to keep all referrals confidential and will not discuss them with any other person.

Staff Allegations

All allegations about the behaviour of the adults in our school will be referred without delay to the designated person who will contact relevant agencies, according to ACAP (LSCB) procedures. See Child Protection Whistle blowing Policy.

If a member of staff or parent/carer has a cause for concern, there is a Local Authority policy for safeguarding allegations made against staff.

In the first instance, issues of concerns should be reported to the Head Teacher or the next

most senior member of staff who should contact the Local Authority Designated Officer (LADO) TEL: 0191 520 5560. In the event of an allegation of abuse being made against the Head Teacher, allegations should be reported directly to the local authority.

DBS

All adults (including visitors and volunteers) who have unsupervised access to children in school will have had the required List 99 or DBS check undertaken. The information concerning checks will be kept on a single central record held on the main office computer and maintained by Mrs Chipp, Admin Manager.

Policy and Practice within the school in the aspect of child protection will be reviewed annually, using the LCSB online audit tool. The results of this audit will be reported annually to the safeguarding governor.

Continued aspects of development

- Review record keeping; Systems updated and meet LCSB guidance, Ofsted July 2015
- audit of practice is rigorous and was last audited in November 2014 by Ofsted and again on completion of the LSCB on-line safeguarding audit July 2016
- Safer Recruitment Training has been undertaken by Mrs Acklam and Mrs Johnson

Appendix 1

Action to be taken by any staff on receiving an allegation/disclosure of abuse.

Good practice means that the person whom the child chooses to disclose should listen and record as below so that the child is not expected to repeat the information to a series of people.

A member of staff receives an allegation of abuse (sexual, physical including assault on pupil)

This could be:

- From parent/other adult e.g letter, meeting or telephone call
- From a child who discloses abuse against themselves or another child.

Member of staff should respond accordingly
NB Seek urgent medical advice/treatment for child is necessary

If written allegation

If verbal allegation

Take letter/recorded information to Designated teacher or, if not available, the Headteacher or Assistant Headteacher

Do not promise confidentiality
Listen
Avoid leading questions
Take the information seriously regardless of any previous allegations which the child may have made
Factually record the allegation including specific details of time, place, others present etc.

Designated teacher considers in the light of the type of abuse alleged, any previous concerns and evidence to support the allegation

Appendix 2

In School Child Protection Procedures

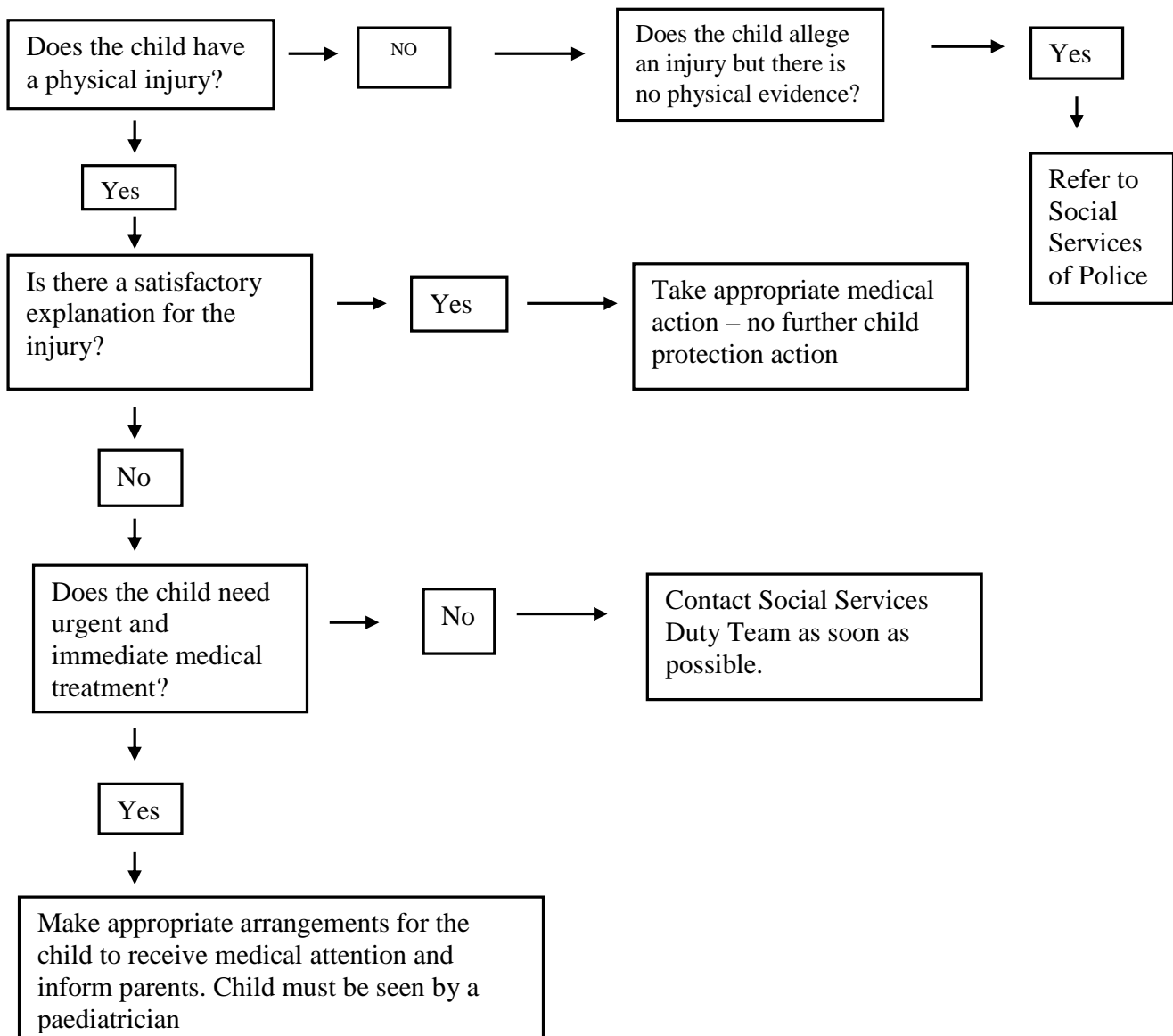
It is essential that parents are informed about our concerns and intended course of action in all cases of suspected child abuse, with the exception of suspected sexual abuse, multiple or organised abuse, or Munchausen's Syndrome by Proxy.

The different forms of abuse that may precipitate a referral are:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The procedures to be followed after referral to the designated teacher are as listed below.

Physical Abuse



Sexual Abuse

Do you suspect or have concerns about sexual abuse (including exposure to pornography), or has the child made allegations about sexual abuse?

Yes

Inform Social Services or the Police immediately.
Do not inform parents

Emotional Abuse

Is there evidence of emotional abuse (including witnessing domestic violence) and are there grounds for concern?

Yes

Inform Social Services or the Police immediately.

Neglect

Is there evidence of neglect, and are there grounds for concern?

Yes

Inform Social Services or the Police immediately

In all cases make a written record of your observations and actions.

Making a Referral

All staff should take any concerns about a child to the designated teacher. The designated teacher will then speak to the parents, as appropriate, and make the referral to the Social Services to the Police. The telephone referral must be followed by a written referral within three working days.

Appendix 3

Definitions of Abuse – Working Together to Safeguard Children 2015

Physical Abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (eg. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at , or the production of , sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 4

Possible Indicators of Abuse

The following is a list of warning signs which *MAY* be an indicator that a child is being, or has been abused or neglected, or is at risk of abuse. Education professionals should be alert to these warning signs, but should be careful not to assume that abuse is the reason. Some signs can be present in children who are not abused at all. Nor should assumptions be made that they point to any particular form of abuse, simply because a pupil presents with any of these problems. They may suggest abuse if a child exhibits several of them or if a pattern emerges.

Possible signs of Physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent.
- Refusal to discuss injuries.
- Untreated injuries or lingering illness not attended to.
- Shrinking from physical contact.
- Fear of returning home or of a parent being contacted.
- Fear of undressing
- Fear of medical help
- Aggression/bullying.
- Over complicated behaviour or '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-deprecation.
- Fear of new situations
- Inappropriate emotional responses to painful situations
- 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-destruction behaviour, suicide attempts.
- Eating disorders.
- Tiredness, lethargy, listlessness.
- Over-complicated behaviour.
- Sleep disturbances.
- Unexplained gifts of money.
- Depression.

- Changes in behaviour.

Possible signs in young children

- Over compliant behaviour.
- Mature sexual behaviour.
- Acting out aggressive behaviour (tantrums.)
- Tummy pains - no medical explanation.
- Child doesn't trust anyone.
- Air of detachment - don't care attitude.

SAFEGUARDING

Parents should be aware that the School would take any reasonable action to ensure the safety of its pupils/students.

In cases where the School has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow SSCB (Sunderland Safeguarding Board Procedures) and inform Children's Services Social Care of their concern)

