Category	Safeguarding & Child Protection		
Document Name	Safeguarding & Child Protection Procedures		
Accountable Body	Brantridge School		
Reference	SC.P1.01	Date Approved/Reviewed	16th March 2017
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Related Documents

Document	Reference
Safeguarding & Child Protection Policy	SC.P1
Anti-Radicalisation Protocol	SC.P1.T4
Recruitment Policy	HR.P1
Whistle Blowing Policy	HR.P3
One to One Working Policy	SC.P9
Staff Code of Conduct	SC.P1.T8
Code of Conduct for Residents of Staff Accommodation	HR.P20.T2
Allegations of Abuse Against Staff Policy	SC.P10
Allegations of Abuse Against Staff Protocol	SC.P10.T1
Residential Care Standards Policy	RC.P1
E-Safety Policy	SY.P2
Sex & Relationship Education Policy	CM.P2
Behaviour Management Policy	BM.P1
Behaviour Management Protocol	BM.P1.T1
Engagement & Mood Management Procedures	BM.P1.02
Anti Bullying Procedures	BM.P1.03
Missing Person Procedure	SC.P1.03
Health & Wellbeing of Pupils/Students Policy	HW.P1
Health & Wellbeing of Pupils/Students Protocol	HW.P1.T1
Health & Wellbeing of Pupils/Students Procedure	HW.P1.01

Reference Material

Guidance
Working Together to Safeguard Children March 2015
'What to do if You are Worried a Child is Being Abused' March 2015
Keeping Children Safe in Education – Statutory Guidance for all Schools and Colleges DfE Sept 16
Local Safeguarding Children Board (LSCB) Child Protection procedures
NSPCC: http://www.nspcc.org.uk/
Childline: http://www.childline.org.uk/pages/home.aspx
CEOPS Thinkuknow: https://www.thinkuknow.co.uk/
Anti-Bullying Alliance: http://anti-bullyingalliance.org.uk/
Beat Bullying: http://www.beatbullying.org/
Prevent Duty DfE June 2015
The Counter-Terrorism & Security Act 2015

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1.0   Introduction

1.1   The Designated Safeguarding Lead (DSL) at Brantridge School is Carole Johns Head of Care. The Deputy Designated Safeguarding Leads are Mark Smith Deputy Head of Care, and Robert Chowns Senior Residential Social Care Worker. Carole Johns, Mark Smith and Robert Chowns have completed the compulsory training delivered through West Sussex Safeguarding Children's Board (WSSCB).

1.2   Sally Bourns (School Nurse), Diane Brazier (School Business Manager) and Mark Warner (Head of Education) have also completed the Foundation Modules 1, 2 and 3 delivered by West Sussex Safeguarding Children's Board. Termly correspondence is shared with the Designated Safeguarding Governor (DSG), Helen Jenkinson. Furthermore, the DSG attends a formal termly (3 times a year) meeting to review and scrutinise Safeguarding practices, referrals and on-going concerns.

1.3   The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

2.0   Definitions

2.1   Safeguarding and promoting the welfare of children is defined 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.

2.2   Safeguarding, and promoting the welfare of children, is a broader term than child protection. It encompasses protecting children from maltreatment, preventing impairment of children's health or development, and ensures children grow up in safe circumstances.

2.3   Child protection is part of the Safeguarding definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

2.4   Child protection forms part of the wider safeguarding responsibilities of the school and this procedure should be read in conjunction with other relevant policies and procedures listed above.

2.5   This procedure has been developed in accordance with the RADIUS Trust Safeguarding & Child Protection Policy and the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, 'What to do if You are Worried a Child is Being Abused', March 2015 and 'Keeping Children Safe in Education' September 2016.

3.0   Purpose

3.1   This procedure relates to all staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children and governors.

3.2   This school follows Safeguarding & Child Protection procedures established by West Sussex Safeguarding Children Board WSSCB[1].

4.0   Principles

4.1   All adults, including temporary staff[2], volunteers and governors, have a full and active part to play in protecting our students from harm and the child's welfare is our paramount concern. All staff have responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2) and communication between all members of staff is essential whilst respecting confidentiality to ensure the safety of the children.

4.2   Staff provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child and promote the schools mission:

To live, laugh and learn by working together to overcome barriers to emotional, social, and academic development. We will deliver an outstanding, inclusive, personalised curriculum through a multi-disciplinary approach in order to equip our students with the skills and experiences needed to embrace life long learning.

4.3   Ensure children and young people feel safe, secure, valued and respected and feel confident and know how to approach adults if they are worried or concerned, believing they will be effectively listened to.

4.4   Support our student's development in ways that will foster security, confidence and independence.

4.5   Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure the needs and support packages for those children are reflected in Personalised Learning Plans (PLP's) and risk assessments.

4.6   Develop and promote effective working relationships with other agencies, especially the Police and Social Care.

4.7   All staff working within our school who have access to children have been checked as to their suitability, including verification of their identity, qualifications, DBS check, and a central record is kept for audit (refer to the RADIUS Trust Recruitment Policy).

5.0   Governing Body

5.1   The designated school governor to liaise with the Headteacher / DSP over matters regarding Safeguarding & Child Protection issues is Helen Jenkinson who is responsible for:

- ensuring that an annual item is placed on the Governors' agenda to report on changes to the procedures, the effectiveness of procedures, training, incidents/cases (without details or names) and the position of child protection issues in the curriculum.

- ensure children are being taught about safeguarding and how to protect themselves.

- have an overview of procedures relating to liaison between the school and other agencies in relation to any allegations. (The nominated governor should not be directly involved in the implementation of disciplinary procedures related to allegations against the Headteacher, but

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[1] The WSSCB Child protection Procedures are only available online at www.**westsussex**scb.org.uk

[2] Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governors

may attend the strategy meeting in such cases and will ensure good communication between parties and provide procedural information to assist such investigations).

- Correlate requirements in relation to Standard 20 of the National Minimum Standards for Residential Special Schools.

5.2   The nominated Governor attends Safeguarding & Child Protection training and Governors sitting on recruitment panels undertake Safe Recruitment training. All governors satisfy a DBS check.

5.3   Other members of the Governing Body should not be involved in any investigation or detail related to allegations against members of staff so as to maintain objectivity and impartiality in considering any matter eventually considered by the School Governing Body.

6.0   Responsibilities of the Designated Safeguarding Lead (DSL)

6.1   Training & Procedures:

6.1.1   Provide child protection awareness information, kept up to date by the DSL, to all members of staff, volunteers and governors at induction to ensure they:

- are aware of the designated safeguarding team.

- maintain their understanding of the signs and indicators of abuse.

- know how to respond to a student who discloses abuse.

6.1.2   Ensure all members of staff adhere to this Safeguarding & Child Protection procedure and the safeguarding elements of the Staff Code of Conduct.

6.1.3   Ensure all members of staff are trained in and receive regular updates in E-safety (see Trust E-Safety Policy and related school procedures) and reporting concerns.

6.1.4   Ensure this Safeguarding & Child Protection procedure is reviewed and updated at least annually.

6.1.5   Ensure the suitability of adults working with children on school sites at any time (including lettings of facilities).

6.1.6   Maintain links with the LSCB regarding training opportunities and local policies and protocols.

6.1.7   Act as a source of support, advice and expertise to staff on safeguarding

6.2   Awareness:

6.2.1   Ensure all parents/carers are made aware of the responsibilities of staff members with regard to Safeguarding & Child Protection procedures through publication of the Trust Safeguarding & Child Protection Policy and related school procedures, and reference to these documents in the Parents' Handbook.

6.2.2   Ensure community users organising activities for children are aware of the school's child protection guidelines and procedures.

6.2.3   Ensure the name of the designated members of staff for Safeguarding & Child Protection are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

6.2.4   Encourage a culture of listening to children

6.3   Allegations:

6.3.1   Ensure that child protection type concerns or allegations against adults working in the school are referred to the Designated Officer (previously known as LADO) for advice

6.3.2   The DSL will carry out the following:

- Work with the Designated Officer where there is a concern about a member of staff
- Refer to DBS when a member of staff has been dismissed
- Refer to the Police when a member of staff has committed a crime

6.4   Managing Referrals & Recording:

6.4.1   Refer a child/young person if there are concerns about possible abuse, to the Children's Services Area Team[3], and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)[4]

6.4.2   All staff will be made aware of the Early Help process and understand their role in relation to it. This includes identifying difficulties as soon as they emerge, liaising with the DSL and sharing information with other professionals to support early identification and assessment. More detailed guidance on Early Help can be found in Working Together to Safeguard Children (2015) and Keeping Children Safe in Education (2016).

6.4.3   Keep written records of concerns about a child/young person even if there is no need to make an immediate referral. All Safeguarding Concerns are logged using the schools online recording system - SchoolPod.

- Ensure that all such records are kept confidentially and securely and are separate from student records. Files will be kept in line with current data legislation and guidance.
- Ensure that all students on role have a Safeguarding and Child Protection File. This is in addition to their student records.
- If a student moves from the school to a new school or placement, the individuals Safeguarding and Child Protection files will be forwarded on to the Designated Senior Person at the new placement, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between placements may be necessary. A record is kept of where and to whom the records have been passed and the date on which this occurs. For audit purposes, a note of all student records transferred or received should be kept in either paper or electronic format.
- Access to these records by staff other than the Designated Senior Person and Deputy Designated Senior Person will be restricted, and a written record will be kept of who has had access to them and when.

6.4.4   Liaise with other agencies and professionals.

- Ensure that either they or a member of the safeguarding team attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the professionals and parents unless it is inappropriate to do so. This may be the case for professionals meetings.

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[3] All new referrals go to the Contact Centre Children's Team 0330 222 5296 (Email: lscb@westsussex.gov.uk) operating 8.00am to 5.00pm.In an emergency out of hours, referrals can be made to the Emergency Duty Team on 0330 222 6664.
[4] On line forms will be e-mailed from the Children's Services Area Team

- Ensure that the social worker is informed about any student who is absent in the educational setting without explanation and has an allocated social worker.

6.4.5   When a Designated Senior Person resigns their post or no longer has Safeguarding and Child Protection responsibilities, there should be a full face to face handover/exchange of information with the new post holder. In exceptional circumstances the Deputy Senior Person can assume this responsibility.

6.5   Reporting:

6.5.1   Prepare, with the Headteacher, an annual report for the Governing Body, detailing any changes to the procedures, effectiveness of procedures, training undertaken by the DSP and by all staff and governors, number and type of incidents/cases, and number of children on the child protection register (anonymised)[5].

7.0   Staff Roles and Responsibilities

7.1   All adults have a responsibility to report any concerns about a child to the DSP. It is not the responsibility of adults in school neither to investigate abuse nor to speculate about whether abuse is or has taken place.

7.2   **When to respond to a concern**:

7.2.1   Staff are familiar with signs of significant harm which is defined as any Physical Abuse, Sexual Abuse (including child exploitation), or Emotional Abuse, Neglect, accident or injury attributable to lack of adequate parental care or control, that is sufficiently serious to adversely affect progress and enjoyment of life (refer to Appendix A for further detail).

7.2.2   Staff adhere to RADIUS Trust E-Safety Policy and related school procedures and Trust Anti-Radicalisation protocol.

7.3   **How to respond to a concern**:

7.3.1   All staff are provided with training regarding how to log concerns about a child. Either the Designated Senior Person (Carole Johns) or the Deputy Designated Senior Person (Mark Smith) are contactable at all times and staff are advised to seek advice, guidance and support through the DSP or Deputy DSP as necessary.

7.3.2   If a child discloses that he has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep.
- Not promise confidentiality – it might be necessary to refer to Children's Services.
- Reassure him that what has happened is not his fault.
- Stress that it was the right thing to tell.
- Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Make a written confidential record.
- Pass the information to the Designated Senior Person without delay.

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[5] Format for the Governors Annual Report is available from Governor Services and at www.**westsussex**scb.org.uk

7.4   How to report a concern:

7.4.1   All staff are provided with training regarding how to record and log a concern. This includes training on how to use the school's internal reporting system, SchoolPod.

Staff should record all Safeguarding and Child Protection concerns on SchoolPod. The written record should contain the following:

- Full name of student.
- Date.
- Time.
- People present.
- Details of what was said (verbatim if possible). Staff are aware that they should not use leading questions.
- Observations of physical appearance or behaviour should be recorded as factually and accurately as possible.
- Observations of parents and carers and details of any family circumstances where possible and appropriate.
- Any action taken by the member of staff to safeguard the child.

Staff are encouraged to discuss their concerns with the Designated Senior Person and are invited to share their observations and professional opinions.

Once the concern is submitted the Designated Senior Person, Deputy Designated Senior Person and Heath Mason (Headteacher) will be immediately notified by a real time notification (email) through Schoolpod.

7.4.2   Staff must refer Safeguarding and Child Protection concerns to the DSP or Deputy DSP as soon as possible. This can be done verbally, through telephone communication or email. Either the DSP or Deputy DSP are available to respond to Safeguarding or Child Protection concerns at all times during the 24 hour curriculum.

Written records relating to Safeguarding and Child Protection must be completed by the end of the same working day.

7.4.3   Following receiving notification of a Safeguarding or Child Protection concern, the Designated Senior Person will agree what further action is required. If the member of staff who submitted the concern is required to take any further action they will be notified by the Designated Senior Person.

Where it is deemed that the child is at risk of significant harm and there are indicators of abuse present, the Designated Senior Person will refer the concern through to Children's Social Care department of the appropriate Local Authority. Safeguarding Concerns will be discussed with parents or carers unless there is evidence to suggest that doing so may increase the risk of harm to the child. The school will, where appropriate, seek parental permission to pass information on to external agencies such as Children's Social Care. Whilst parents have a right to refuse to give permission for this, this will not prevent the school from acting in their duty of care and sharing information that they feel will reduce the risk of harm to a student. There will be a written record of this referral and the follow up action taken by the Children's Social Care department.

The Designated Senior Person will ensure that all concerns, discussions, decisions and reason for decisions are recorded in writing and stored in the child's individual Safeguarding and Child Protection file.

The staff member who submitted the Safeguarding or Child Protection concern will be required to sign the record once all relevant action has been taken by the Designated Senior Person and Deputy Designated Senior Person. The member of staff will be informed of what action has been taken. The Designated Person and Headteacher will also sign the report.

7.4.4   It is not the responsibility of staff to investigate abuse or to decide whether abuse has taken place this will be undertaken by the police or social care.

7.4.5   Concerns about children should not be discussed unless with the DSP (see Confidentiality section below).

7.4.6   If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately or if appropriate the emergency services. Anybody can make a referral. The DSP should be informed as soon as possible after such a referral has been made.

Contact details for West Sussex Children's Services are set out below:

Contact Numbers for West Sussex Children's Services Monday – Friday 09:00 – 17:00		
Designated Officer Lindsey Tunbridge-Adams	0330 222 3339	Email: Lindsey.Tunbridge-Adams@westsussex.gov.uk
Deputy Designated Officer Claire Coles	0330 222 3339	Email: Claire.coles@westsussex.gov.uk
Emergency Duty Team (EDT) Contact Number (Outside of normal hours) - 0330 222 6664		

7.5   Support for staff:

7.5.1   We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

7.5.2   We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

7.5.3   Staff can also access support from the NSPCC helpline 0808 500 8000

8.0   Supporting Children & Young People

8.1   Recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.

8.2   Recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

8.3   We recognise that children with SEN and disabilities are especially vulnerable to abuse and neglect and additional barriers can exist for children in recognising abuse and neglect

8.4   The school is aware of pupils who are looked after and information about their legal status and parental responsibility is kept up-to-date.

8.5   Accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

8.6   As part of a broad and balanced curriculum the school teaches children and young people how to safeguard themselves, covering relevant issues through Personal, Social and Health education (PSHE) including sex and relationship education (SRE). (See prevention section below).

8.7   The school supports the students by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

9.0   Confidentiality

9.1   We recognise that all matters relating to child protection are confidential and will file all written records confidentially and securely (accessible only by the DSP and Headteacher) and separate from student records until the child's 25th birthday. Records are copied securely on to the child's next school or college.

9.2   The Headteacher or DSP's will disclose any information about a child to other members of staff on a need to know basis only.[6]

9.3   All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. Fears about information sharing cannot be a barrier to protecting the safety of children. Interagency working and information sharing is vital in identifying and responding to all forms of abuse and especially in the prevention of child sexual exploitation.

9.4   All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

9.5   We will always undertake to share our intention to refer a child to Social Care with their parents/ carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with a Duty Manager at the Children's Services Area Team on this point.

10.0   Parents/Carers

10.1   The RADIUS Trust Safeguarding & Child Protection Policy and related school procedures are made available to parents on the school's website. Hard copies are available upon request.

10.2   Further information regarding safeguarding can be found on the school's website, parent forums / weekly newsletters or bulletins and meetings.

10.3   If a parent/carer has a Safeguarding & Child Protection concern they should contact the Designated Senior Person via the school office on 01444 400228

10.4   The school has a duty to report child protection issues to social care if they believe a child has been or is being abused.

11.0   Staff Induction & Training

11.1   All staff are required to undertake child protection awareness training on induction. We provide an extensive programme of online learning modules from Educare which explore Safeguarding and

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[6] Guidance about sharing information, can be found in the DfE booklet 'Information sharing: advice for practitioners providing safeguarding services, March 2015'

Child Protection in a wide range of contexts applicable to all settings. In addition to this, staff are provided with an induction on how to use the school's online reporting system, Schoolpod.

11.2   All staff are required to sign the Code Of Conduct as part of their induction and are provided with copies of relevant Trust Policies and Procedures. All Trust Policies and Procedures are readily available to staff.

11.3   All staff are also provided with copies of and have access to "Keeping Children Safe in Education: Information for all school and college staff" (July 2015), "Keeping Children Safe in Education" (September 2016) and "What to do if You are Worried a Child is Being Abused (March 2015). Staff sign to evidence that they have received these documents.

11.4   Safeguarding and Child Protection is a standing agenda item within all meetings at Brantridge School across departments.

11.5   All staff training in safeguarding is updated at least annually through training, bulletins and updates from the DSL. We recognise that all staff at Brantridge (including Agency Staff) may have expertise in different aspects of safeguarding and this will be taken into account when planning any training opportunities.

12.0   Allegations Against Staff

12.1   Refer to the RADIUS Trust Allegations of Abuse Against Staff Policy & Protocol, Guidance for Staff Facing an Allegation, Staff Code of Conduct and the Trust Whistleblowing Policy.

12.2   All staff are required to sign a Staff Code of Conduct to be made aware of professional conduct and professional boundaries. If a staff or volunteer is not following this guidance the Trust Disciplinary Policy will be followed.

12.3   All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

12.4   All Staff should be aware of West Sussex's Guidance on Behaviour Issues, the Trust Behaviour Management Policy and related school procedures (Engagement & Mood Management and Anti-Bullying procedures).

12.5   We understand that a student may make an allegation against a member of staff. The process is set out below:

12.5.1   If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher (or CoG in the case of an allegation against the Headteacher).

12.5.2   The Headteacher on all such occasions will discuss the content of the allegation with the Designated Officer (0330 222 3339).

12.5.3   If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the Designated Officer, without notifying the Headteacher first.

12.5.4   The school will follow the West Sussex procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the Designated Officer.

12.5.5 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the Designated Officer, Trust Chief Executive Officer (CEO) and Trust HR Manager in making this decision.

12.5.6 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as above.

12.6 A procedure is in place for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

12.7 We understand that a student may make an allegation against another student. The school minimises the risk of peer to peer abuse in the following ways:

- Individual risk assessment for each student
- Regular anti-bullying work in class and on House Groups
- PSHCE
- E-Safety work in class and on House Groups
- Positive Behaviour Support Plan for each student
- "It's Ok to Tell Boris" worries and concerns forms around school.

13.0 Whistle Blowing

13.1 Refer to the Trust Whistle Blowing Policy.

13.2 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

13.3 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/Designated Officer following the Whistleblowing Policy.

13.4 All staff and volunteers should feel able to raise concerns about poor or unsafe practice to the senior leadership team and know that their concerns will be taken seriously.

13.5 General guidance on whistleblowing can be found at https://www.gov.uk/whistleblowing

13.6 The NSPCC whistleblowing helpline is available Monday to Friday from 8am to 8pm on 0800 028 0285 or help@nspcc.org.uk

13.7 Whistleblowing relating to the Headteacher should be made to the Chair of the Governing Body.

14.0 Physical Intervention

14.1 Refer to the Trust Behaviour Management Policy & Protocol and related school procedures – Engagement & Mood Management and Anti-Bullying.

14.2 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

14.3 Such events are recorded and logged as a physical intervention and monitored and analysed to ensure physical intervention is used appropriately.

14.4 Staff who are likely to need to use physical intervention are appropriately trained (MAPA training was undertaken by all staff in February 2016).

14.5   We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.[7]

14.6   Support will be offered to students, staff and witnesses following physical intervention in the form of a debrief. This will be undertaken at the earliest and most appropriate time possible following the physical intervention.

15.0 Anti Bullying

15.1   Bullying is defined as - "the repetitive, intentional hurting of one person or group, where the relationship involves an imbalance of power" (Anti-Bullying Alliance).

15.2   The Trust Behaviour Management Policy & Protocol and school Anti Bullying Procedure is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying.

15.3   In some cases bullying may become a safeguarding or criminal issue, for example if there is physical violence or assault, harassment, theft or hate crime and such cases will be reported to the police.

15.4   A record is maintained of reported bullying incidents.

15.5   All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

16.0 Racist Incidents

16.1   The Trust Behaviour Management Policy & Protocol and school Anti Bullying Procedure details the procedure for racist incidents and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

16.2   A record is maintained of reported racist incidents.

17.0 Prevention

17.1   We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

17.2   The school community will therefore:

17.2.1   Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to (see section on Supporting Children & Young People above).

17.2.2   Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/breaktimes.

17.2.3   Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

17.2.4   Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training as well as more personal safety/independent travel.

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[7] 'Guidance on Safer Working Practices is available on the DfE website

17.2.5   Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

18.0   Health & Safety and E-Safety

18.1   The Trust Health & Safety Policy & Statement of Arrangements and E-Safety Policy and related school procedures reflects the consideration we give to the protection of our children both physically and emotionally within the school environment, and for example in relation to internet use, when away from the school or when undertaking school trips and visits.

19.0   Health & Wellbeing

19.1   The health & wellbeing of pupils/students is an essential element to the operations of the school and arrangements are in place to uphold the highest standards of medical care and welfare for all in line with government recommendations and guidance from appropriate professional bodies.

19.2   Staff at each school with health related roles are expected to be fully qualified and trained and are offered advice and assistance when required.

19.3   The Trust Health & Wellbeing Policy & Protocol details our commitment to the welfare of our students and aspects such as intimate care which may also highlight safeguarding concerns when more frequent incidents are identified such as wetting/soiling or physical changes in the child's presentation such as bruises, soreness etc.

19.4   It is acknowledged that intimate care involves risks for children/young people and adults as it may involve staff touching private parts of an individual's body. It may be unrealistic to expect to eliminate these risks completely but best practice is to be implemented and all staff are required to be vigilant at all times.

20.0   Visitors

20.1   All visitors and contractors are required to report to school reception to sign in on arrival and indicate time of departure when leaving. They are provided with a leaflet which summarises information on safeguarding, supervision for 'unchecked' visitors, fire and emergency procedures and health & safety.

20.2   Visitors are required to understand that they need to:

- provide a good example and a positive role model to students.

- behave in a mature, respectful, safe, fair and considered manner, and ensure that relations with a child remain on a professional footing.

- be aware of the school's commitment to safeguarding, and ensure that they are familiar with the relevant procedures, or are able to contact a member of staff if they have a concern.

20.3   Regular visitors to the School will be asked for evidence of a current DBS check. Visitors who do not have a current DBS will be required to provide photo ID evidence and will be accompanied by a member of staff whilst on site.

20.4   All employees, volunteers (including Governors and Trustees) and some contractors who work within Trust's schools are required to have an enhanced level DBS certificate for working with children. (Please refer to "Recruitment Policy, October 2016")

20.5   All 'unchecked' visitors will be identified through their visiting badge. This indicates to pupils and staff that the visitor must be supported during their visit and not left unaccompanied as they do not hold a DBS certificate.

20.6   All contractors with a DBS certificate that has been checked and validated will be identified through a visitors badge.

21.0 Monitoring and Evaluation

21.1   The effectiveness of this procedure will be monitored and evaluated by:

21.1.1   Termly correspondence shared with the Designated Safeguarding Governor (DSG).

21.1.2   DSG meets with the DSP once per term (3 times a year) to complete, review and evaluate the DSG safeguarding checklist.

21.1.3   The DSP, with the Headteacher, prepares an annual report for the Governing Body, detailing any changes to the procedures, effectiveness of procedures, training undertaken by the DSP and by all staff and governors, number and type of incidents/cases, and number of children on the child protection register (anonymised).

21.1.4   Governing Body visits to the school.

21.1.5   Student surveys and questionnaires.

21.1.6   Scrutiny of Attendance data.

21.1.7   Scrutiny of range of risk assessments.

21.1.8   Scrutiny of GB minutes.

21.1.9   Records of bullying/racist/behaviour incidents for SLT and GB to monitor and agree actions to inform school improvement.

21.1.10 Review of parental concerns and parent questionnaire.

22.0   Appendix A: Recognising Signs of Child Abuse

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition. In most cases, multiple issues will overlap.

Abuse is a form of maltreatment. Someone may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or more rarely, by others, including via the internet. They may be abused by an adult, or another child or children.

Categories of Abuse

- Physical Abuse.
- Emotional Abuse (including Domestic Abuse).
- Sexual Abuse.
- Neglect.

Signs of Abuse in Children

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour.
- Extreme anger or sadness.
- Aggressive and attention-seeking behaviour.
- Suspicious bruises with unsatisfactory explanations.
- Lack of self-esteem.
- Self-injury.
- Depression.
- Age inappropriate sexual behaviour.
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm.
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague).
- May require consultation with and / or referral to Children's Services.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s.
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses.

- Have unrealistic expectations of the child.
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment).
- Be absent or misusing substances.
- Persistently refuse to allow access on home visits.
- Be involved in domestic abuse.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments.
- Reluctance to give information or mention previous injuries.

Bruising

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby.
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding.
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used e.g. belt marks, hand prints or a hair brush.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Grasp marks on small children.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements.
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.
- There is an unexplained fracture in the first year of life.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment.
- Indiscriminate attachment or failure to attach.
- Aggressive behaviour towards others.
- Scape-goated within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self esteem and lack of confidence.
- Withdrawn or seen as a "loner" – difficulty relating to others.

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct.
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age.
- Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self mutilation and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area.
- Blood on underclothes.
- Pregnancy in a younger girl where the identity of the father is not disclosed.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.

- Consent – agreement including all the following:

  - Understanding what is proposed based on age, maturity, development level, functioning and experience.

  - Knowledge of society's standards for what is being proposed.

  - Awareness of potential consequences and alternatives.

  - Assumption that agreements or disagreements will be respected equally.

  - Voluntary decision.

  - Mental competence.

- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Surrey multi-agency protocol "Working with Sexually Active Young People" available at www.**westsussex**scb.org.uk, by choosing Safeguarding Children – Protocols and Guidance for Professionals.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care.

- A child seen to be listless, apathetic and irresponsive with no apparent medical cause.

- Failure of child to grow within normal expected pattern, with accompanying weight loss.

- Child thrives away from home environment.

- Child frequently absent from school.

- Child left with adults who are intoxicated or violent.

- Child abandoned or left alone for excessive periods.

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity.

- inappropriate sexual or sexualised behaviour.

- sexually risky behaviour, 'swapping' sex.

- repeat sexually transmitted infections.

- receiving unexplained gifts or gifts from unknown sources.

- having multiple mobile phones and worrying about losing contact via mobile.

- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs).
- changes in the way they dress.
- going to hotels or other unusual locations to meet friends.
- seen at known places of concern.
- moving around the country, appearing in new towns or cities, not knowing where they are.
- getting in/out of different cars driven by unknown adults.
- having older boyfriends or girlfriends.
- contact with known perpetrators.
- involved in abusive relationships, intimidated and fearful of certain people or situations.
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.
- associating with other young people involved in sexual exploitation.
- recruiting other young people to exploitative situations.
- truancy, exclusion, disengagement with school, opting out of education altogether.
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual).
- mood swings, volatile behaviour, emotional distress.
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- drug or alcohol misuse.
- getting involved in crime.
- police involvement, police records.
- involved in gangs, gang fights, gang membership.
- injuries from physical assault, physical restraint, sexual assault.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

Radicalisation

This is the process by which individuals come to support terrorism or violent extremism. Young people may express extremist ideas, be in possession of extremist literature or express extremist views. They may associate with known extremists or seek to recruit others to an extremist ideology. Concerns that a student's behaviour indicates involvement with extremist ideas will be considered a safeguarding issue and reported as such.

Bullying online or cyberbullying

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse.

Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online).

Cyberbullying is an increasingly common form of bullying behaviour which happens on social networks and mobile phones. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos.

Children may know who's bullying them online – it may be an extension of offline peer bullying - or they may be targeted by someone using a fake or anonymous account. It's easy to be anonymous online and this may increase the likelihood of engaging in bullying behaviour.

Cyberbullying includes:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- 'trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting

Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

23.0 Appendix B: Safeguarding Procedures Summary

It is not the responsibility of any member of staff to establish whether or not abuse has taken place or to investigate allegations of abuse.