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# Safeguarding & Child Protection Policy

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Chew Valley School

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## Safeguarding Policy

### Rationale

This policy has been developed in accordance with 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' 2013, and 'Keeping Children Safe in Education' 2014, and South West Child Protection Procedures (SWCPP), [www.swcppp.org.uk](http://www.swcppp.org.uk).

The Governing body takes seriously its duties 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, or likely to suffer, harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern. The Children Act of 2004 places a duty on schools to have a role in preventing abuse and to help students acquire the skills and attitudes to resist abuse in their own lives. This policy's rationale therefore is to ensure that the School takes every step in its power to safeguard the children in its care.

### Purposes

1. To safeguard and promote the welfare of all children and young people on roll;
2. To support students' development in ways which foster security, confidence, and independence as an intrinsic part of all aspects of the curriculum;
3. To help students acquire the skills to resist abuse in their own life and to prepare them for responsibilities including adult life and parenthood;
4. To develop effective communication between students, teachers, parents, agencies and other adults working with children, in order to ensure that students know that there are adults in school whom they can approach if they need help;
5. To provide clear guidelines for all staff in the management of suspected or disclosed abuse.

#### 1. Guidelines

- 1.1 The school will establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to (for more detailed guidance refer to Behaviour and PSH(R)E Policies).
- 1.2 The school will ensure that students know that there are adults in the school whom they can approach if they are worried.
- 1.3 All students will be provided with opportunities to acquire and develop skills for personal safety, together with an understanding of the key concepts of child protection through the taught PSH(R)E curriculum.
- 1.4 All staff will work in line with the principle that the interest of the child is paramount.
- 1.5 A child is defined, for the purposes of this policy, as a person under the age of eighteen years.
- 1.6 All child protection issues must be dealt with in accordance with BANES Local Safeguarding Children Board (LSCB) guidelines and take account of guidance issued by the department for

Education. (<https://www.gov.uk/government/publications/working-together-to-safeguard-children>)

1.7 The Designated Safeguarding Lead is a member of the Senior Team: Deputy Head - Kate Rowlands. Deputy DSL is Assistant Head- Karen Straw or in their absence, Head teacher - Mark Mallett. The Governor with responsibility for Child Protection is Clare Power. For further information and useful contacts see *Appendix 1*.

## **2. Roles and Responsibilities**

2.1 The DSL's role is to

- be appropriately trained
- act as a source of support and expertise to the school community
- have an understanding of LSCB procedures
- keep written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- refer cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure
- notify children's social care if a child with a child protection plan is absent for more than two days without explanation. First day's absence is already covered by a call for all absent children.
- ensure that when a child with a child protection plan or serious child protection concerns, leaves the school, their information is passed to their new school and the child's social worker is informed
- attend and/or contribute to child protection conferences in accordance with local procedure and guidance
- coordinate the school's contribution to child protection plans
- develop effective links with relevant statutory and voluntary agencies
- ensure that all staff sign to indicate that they have read and understood this policy
- ensure that the child protection policy is updated annually
- liaise with the nominated governor and head teacher as appropriate
- audit Safeguarding and Child Protection procedures with the linked governor and take action to amend procedures where necessary
- keep a record of staff attendance at child protection training
- make this policy available to parents
- during school holidays and out of school hours, parents can email the DSL to inform the school of their worries or concerns, or when the safety of a child is in doubt, contact Social Care directly.

2.2 Staff have a responsibility to;

- treat all children with respect
- set a good example by conducting themselves appropriately
- involve children in decision-making which affects them
- encourage positive and safe behaviour among children
- be a good listener
- be alert to changes in child's behaviour
- recognise that challenging behaviour may be an indicator of abuse
- read and understand all of the school's safeguarding and guidance documents on wider safeguarding issues, for example, behaviour, bullying, whistleblowing, equalities, Social

#### Media

- ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintain appropriate standards of conversation and interaction with and between children and avoid the use of sexualised or derogatory language
- be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse
- be aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where the older person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.
- be aware of and follow the staff code of conduct.

### 3. Child Protection Policy and Process

3.1 All incidents of child abuse will fall into at least one of four main categories of harm:

**NEGLECT** is the failure to ensure adequate care for the child such that unnecessary suffering or injury to health may result. It includes, but is not confined to: exposure to harm, abandonment, lack of provision (whether of food, heating or attention etc) and failure to act by those responsible for the welfare of the child.

**PHYSICAL ABUSE** is the actual or threatened use of unlawful force.

**SEXUAL ABUSE** is the sexual exploitation of a child by another person, usually (but not always) an adult. It does not include fully consensual acts between two children both aged at least 16.

**EMOTIONAL ABUSE** is persistent or severe emotional ill-treatment or rejection, which causes or is likely to cause a serious adverse effect on the emotional and behavioural development of a child.

More detailed definitions of these terms, child sexual exploitation and female genital mutilation are available in *Appendix 2*. Signs and indications of possible abuse will be discussed within training programmes.

3.2 All cases of suspected child abuse must be reported immediately to the Designated Safeguarding Lead.

3.3 Should a student make a disclosure to a member of staff it is very important that they listen without investigating by asking only enough questions to establish if there is a cause for concern. They should re-assure the child it is not their fault, inform the student to whom information will be passed and make accurate written notes of what was said by both the young person and the member of staff. These should include the questions asked of the young person. It is also useful to note the demeanour of the young person. Records of all subsequent events up to the time of a formal interview by the investigating team must also be made. It should be noted that these notes will be passed to the Police, in the event of a criminal investigation.

3.4 At no time should a member of staff promise complete confidentiality to a student in matters of child protection. It is important, however, for the member of staff to take the

complaint seriously, to show that he or she wants to help, and not to suggest that they do not believe the child's story.

- 3.5 The degree of confidentiality exercised is governed by the need to protect the child: the school has a responsibility to share relevant information about the protection of children with other professions, especially investigative agencies. All agencies receiving information in the context of a Child Protection investigation must treat it as confidential and not disclose it for any other purpose without consulting the person who provided it.
- 3.6 Once a disclosure has occurred, the Designated Safeguarding Lead may then seek advice from the Social Services locality team as to the appropriate action, this should occur as soon as possible but within 24 hours of the disclosure. A "C2 referral form" should then be written and sent to Social Care within 48 hours. Social Services, in accepting the referral, become responsible for determining what action is to be taken, including advising parents. The Designated Safeguarding Lead will keep the Headteacher informed, where appropriate. The Chair of Governors will also be informed where there is an allegation against a member of staff. It is not the responsibility of the school to make enquiries of, or to notify parents when abuse is suspected. See *Appendix 3* for a flow chart of this guidance.
- 3.7 If, in the judgement of the DSL, disclosure to parents of sensitive information concerning sexual conduct is appropriate, then this will be carried out.
- 3.8 All staff have responsibility for ensuring the safety of children. In School, the DSL usually has the responsibility of deciding whether a case should be referred to the relevant Social Services or Avon and Somerset Police (Child Protection team). It may be that a Child Protection concern is recorded and monitored. This will also involve support from the Home School Welfare Manager in order to access counselling services. However, if a staff member is unhappy with the actions of the DSL, they should refer to the Head teacher or Social Care. See *Appendix 1* for details.
- 3.9 If a decision is made not to contact the Police or Social Services then the student will be monitored by the Head of Year, the DSL and the Home School Welfare Manager, and the decision to contact outside agencies will be reviewed should the situation deteriorate. The records of all actions will be retained in the Child Protection file and destroyed after 5 years. These notes will be stored in a secure place.
- 3.10 Responding to child protection concerns requires a team approach. Staff must not allow themselves to become isolated with individual cases.
- 3.11 Parents will be informed of the school protocol for dealing with child protection issues through the publishing of this policy on the school website. The school has a statutory duty to report allegations of abuse to Social Care, wherever it occurs. Social Care will decide how and whether parents will be informed of any allegations against them.
- 3.12 Staff will be regularly up-dated on child protection matters every 3 years, in line with Department for Education and LCSB guidelines, with opportunities for professional development made available when necessary: new staff will be introduced to CP matters in their first week in school; refresher training will occur for all staff annually; and the Designated teacher(s) will undertake external/ multi-agency training every two years. Other Level 2 trained staff in school should include the Home School Welfare Manager and Pastoral Support Worker.
- 3.13 Monthly "Safeguarding Meetings" will take place in order to review support and care packages for vulnerable students. These are attended by the Home School Welfare Manager, the Attendance Improvement Officer, the Pastoral Support Worker, the Behaviour Manager, SENCO, School Health Nurse and, when appropriate, Heads of Year and Careers Advisor.
- 3.14 When students with a child protection concern transfer to another school the new school

will be informed of the details.

- 3.15 Any information gathered about CP issues, such as domestic violence reports from the Police or School Health Nurses or admissions from a previous school, will be logged on the CP record.
- 3.16 Known cases of "Private fostering" will be referred to Social Services. "Private fostering" is defined as referring to under 16s who, for more than 28 days, are lodging with persons other than direct family links.
- 3.17 Physical restraint of students should only occur in rare cases in school. When restraint is considered necessary to safeguard the health or wellbeing of one or more student, then staff should use the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness immediately. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 3.18 We recognise that touch is appropriate in the context of working with children, and all staff have been given guidance to ensure they are clear about their professional boundary.

#### **4. Allegations Against Staff**

- 4.1 Any allegations against staff must be reported immediately to the Designated Safeguarding Lead or Head teacher. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the DSL will inform the Headteacher on all such occasions, and where appropriate, the content of the allegation with the Local Authority Designated Officer (LADO).
- 4.2 Allegations against the Head teacher must be reported to the Deputy Head teacher or the Chair of Governors.
- 4.3 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 LADO and Human Resources in making this decision. In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors.
- 4.4 Staff are advised that whistle-blowing cannot affect their employment rights which are protected in law. (Please refer to Whistle-blowing policy). Whilst applying the principles of this policy in full, it should not automatically be presumed for the purposes of staff disciplinary procedures that every complaint against a member of staff is true.
- 4.5 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.
- 4.6 The school is legally obliged to make a referral to the Disclosure and Barring Service if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm to children.
- 4.7 The school has a Code of Conduct in place, which clearly states what behaviours are acceptable and what behaviours are not. Staff sign to say that they have read and understood the document.
- 4.8 Where an allegation or suspicion of abuse is made during work experience, college or work placement, the student must immediately be withdrawn from that activity pending investigation.
- 4.9 In an attempt to safeguard the school environment, all staff must wear identification badges and visitors must follow the signing in procedure during school hours.

## **5. Safer Recruitment and Employment**

- 5.1 Safeguarding checks will be carried out on all school staff before their appointment. Recruitment packs will contain a clear statement that the post will be subject to the requirements of the Rehabilitation of Offenders Act 1974 and, as it includes access to children, a DBS.
- 5.2 At least one member of each interview panel will have had Safer Recruitment training. Questions checking gaps in employment, employment history and on safeguarding processes will be included for all candidates. The Headteacher and Deputy Head Pastoral will ensure these checks occur.
- 5.3 A Single Central Register will be kept and maintained by the Headteacher's Personal Assistant. This will hold information on all staff whether temporary, supply or volunteer staff. When using supply agencies, written confirmation of an individual's status will be checked. *Appendix 4* shows different levels of identity checks required.
- 5.4 All staff employed by a contracted service will hold up-to-date DBS and will have had rigorous background checks.

### **Conclusion**

The consistent implementation of this policy will ensure that all students and staff will feel confident that they can feel safe and supported in school. The guidelines will provide clarity for staff about how to manage and deal with child protection issues.

### **Related policies**

- Behaviour
- PSHRE
- Health and Safety
- Whistleblower
- Social Media
- ICT Acceptable Use

**Reviewed: March 2016**

**Date of next review: March 2017**

## Safeguarding & Child Protection Policy: Appendix 1

### Key Contacts for Safeguarding and Child Protection

Designated Safeguarding Lead	Kate Rowlands ext 237
Deputy DSL	Karen Straw ext 210
Headteacher	Mark Mallett ext 213
Governor with Responsibility for Safeguarding & CP	Clare Power
Local Authority Designated Officer	LADO@BANES.gov.uk 01225 396810 or 01225 396974
BANES Human Resources	Hester Edmond 01225 394490
BANES Social Care	01225 396313
BANES Out of Hours Duty Team	01454 615165
Bristol Early Help/ Social Care	0117 9036444
North Somerset Social Care	01275 888808
BANES CAMHS	01865 903889
Bristol CAMHS	0117 340 8121/ 342 5466
NSPCC	0808 8005000
Childline	0800 1111



## **Safeguarding & Child Protection Policy: Appendix 2**

### **Abuse**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

### **Physical abuse**

A form of abuse which 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**

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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, particularly domestic violence. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

### **Sexual abuse**

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Specific Safeguarding Information and Guidance**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk). Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) – see also below
- bullying including cyberbullying
- domestic violence

- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

**Child sexual exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **Female Genital Mutilation (FGM)**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

#### *Useful websites*

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOP Thinkuknow: <https://www.thinkuknow.co.uk/>

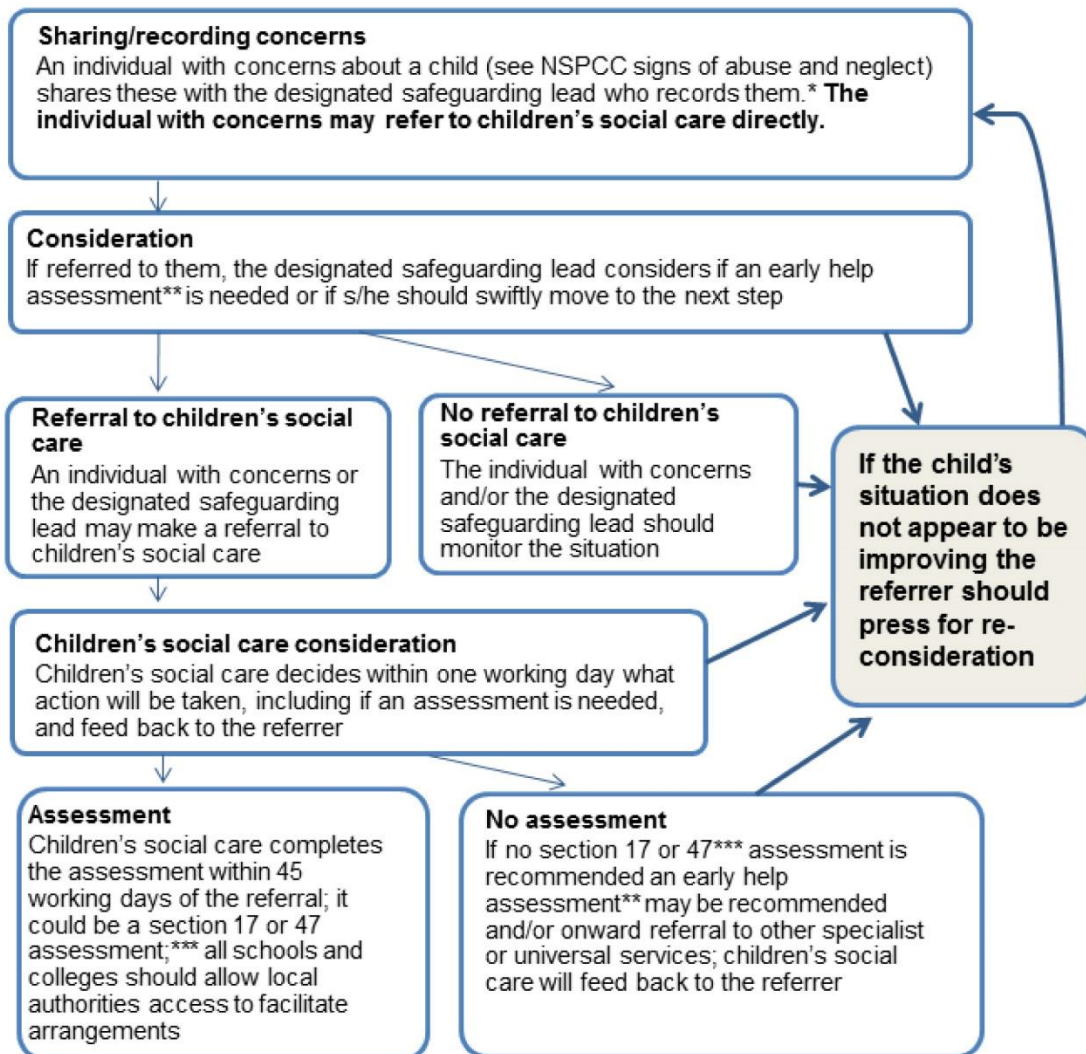
Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

## Safeguarding & Child Protection Policy: Appendix 3

### Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. 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. **Anybody can make a referral.**



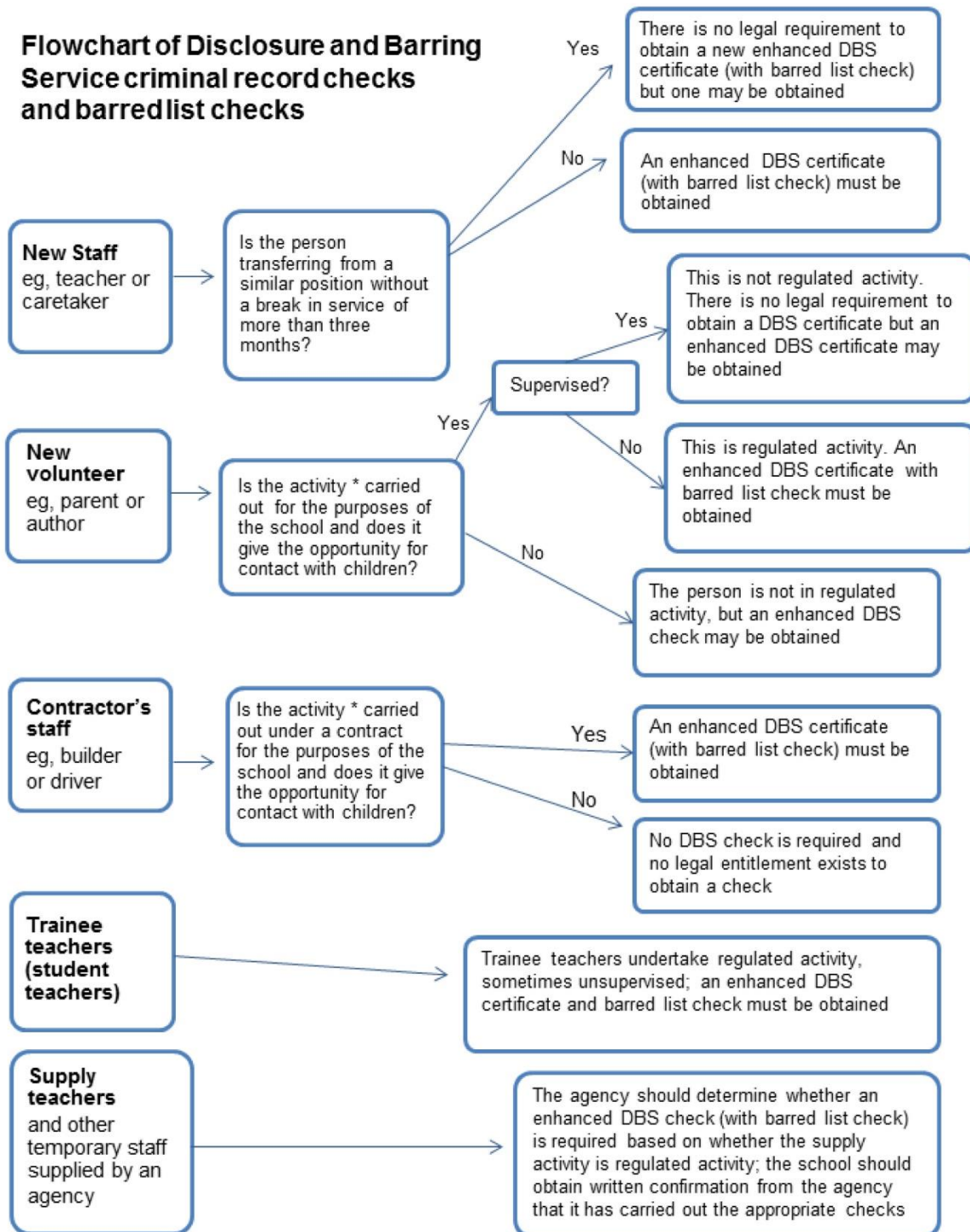
\* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

\*\* Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

\*\*\* Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

**Safeguarding & Child Protection Policy: Appendix 4**

**Flowchart of Disclosure and Barring Service criminal record checks and barred list checks**



\* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'