

# **Great Bardfield Primary School**



## **Safeguarding and Child Protection Policy**

Great Bardfield Primary School

Re-issued: September 2016  
Date of review: September 2018

*'Great Bardfield Primary School is an inclusive school. We take safeguarding very seriously and all of our policies and practice are developed with children's safety as our first priority. Children's safety is a golden thread that runs through everything that we do at this school. All of our school policies are interlinked and should be read and informed by all other policies and the document **Keeping Children Safe in Education** and **What to do if you are concerned about a child.**'*

**Joe Jones**  
Chair of Governors

<b>Designated Safeguarding Lead</b>	<b>Mrs Alison Kerrell</b>	<b>Headteacher</b>
<b>Designated Safeguarding Lead</b>	<b>Mrs Susan Aldred</b>	<b>Deputy Headteacher</b>
<b>Deputy Designated Safeguarding Lead</b>	<b>Mrs Liz Crow</b>	<b>Senior Teacher</b>
<b>Designated Safeguarding Governor</b>	<b>Mr Andy Gosden</b>	<b>Governor</b>
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## **INTRODUCTION**

Great Bardfield Primary School fully recognises the responsibility it has under section of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to relevant contact within the local council's Children's Social Care provision (referrals will normally be made via the school's Designated Safeguarding Lead for Child Protection).

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can often be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

The school will follow the relevant Local Safeguarding Children Board (LSCB) procedures.

### **There are four main elements to our policy:**

**PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

**PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

**SUPPORTING VULNERABLE CHILDREN** those who may have been abused or witnessed violence towards others.

## **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN**

### **1.1 PREVENTION**

1.2 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

1.3 The school will therefore:

1.3.1 establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to

1.3.2 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate

1.3.3 include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help

1.3.4 Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills

1.3.5 Assist our young people to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate and analyse effectively. Through the balanced curriculum we offer we will help young people learn and explore the values of different faiths and cultures. We are committed to working with the local partnerships working on preventing violent extremism. Staff will be supported should they make any disclosures in this regard and are reminded that they can make a disclosure through the group's Whistleblowing Policy. Further information in regards to the governments Prevent Strategy can be found at <https://www.gov.uk/government/publications/prevent-strategy-2011>

### **2.1 PROCEDURES**

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board Guidelines, the SET (Southend, Essex and Thurrock) Child Protection Procedures (Updated November 2016)
- Keeping Children Safe in Education (DfE, September 2016)
- Working Together to Safeguard Children (DfE, March 2015)
- 'Effective Support for Children and Families in Essex' (ESCB, 2013).
- What to do if you're worried a child is being abused – (DfE March 2015)
- Information Sharing – (DfE March 2015)

**When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place. They are given a copy of our school's Child Protection policy, told who our Designated Safeguarding Lead (and Deputy) is and is informed how to share concerns with the designated Safeguarding Lead or Deputy.**

**2.2 The Designated Safeguarding Lead for Child Protection is Mrs Alison Kerrell, Headteacher**

**2.3 The following members of staff have also received the Designated Person training Mrs Susan Aldred Deputy Headteacher.**

**2.4 The nominated governor for Safeguarding and Child Protection is Mr Andy Gosden**

The school will:

2.3.1 ensure there is a designated senior person who has lead responsibility for child protection in the school and has undertaken, as a minimum, will attend relevant child protection training which is regularly updated. Advice will be sought from the LSCB in regards to this training. Their role will be clearly outlined within the job description and kept under review.

2.3.2 ensure that this training is updated every two years in accordance with government guidance or best practice throughout the group.

2.3.3 recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties which for example include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need.

2.3.4 ensure every member of staff, paid and unpaid, and the governing body knows who the designated members of staff are and the procedures for passing on concerns from the point of induction.

2.3.5 ensure every member of staff, paid and unpaid, and the governing body knows what the contingency arrangements are for when the designated members of staff are not available. In this instance Mrs Susan Aldred Senior Leader should be informed.

2.3.6 ensure that the designated members of staff take advice from a child protection specialist when managing complex cases from the local Social Care Team. The contact details of the team together with the Emergency Duty Team (out of hours) is detailed in the Useful Contacts, Appendix B)

2.3.7 consider having a nominated governor from the local governing body for safeguarding and child protection who has undertaken appropriate training

2.4.8 ensure every member of staff and every governor knows:

- the name of the Designated Safeguarding Lead and any other designated person/s and their role
- how to identify the signs of abuse and neglect

- how to pass on and record concerns about a pupil
  - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s
  - that they have a responsibility to provide a safe environment in which children can learn
  - where to find the Core Inter – Agency Procedures on the LSCB website
- 2.4.9 provide Child Protection training for **all** staff from the point of their induction which is updated regularly, every three years at a minimum, so that they are confident about:
- the school’s legislative responsibility
  - their personal responsibility
  - the school’s policies and procedures
  - the need to be alert to the signs and indicators of possible abuse, including possible child sexual exploitation and female genital mutilation
  - the need to record concerns
  - how to support and respond to a child who tells of abuse
- 2.4.10 ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- 2.4.11 ensure that every member of staff, governor and volunteer is issued with a copy of Part 1 of the “Keeping Children Safe in Education” statutory guidance document as updated upon induction. A copy of the document is available at <https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- 2.4.12 ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school *prospectus/brochure website*
- 2.4.13 ensure that this policy is available publicly either via the school website [www.greatbardfieldschool.com](http://www.greatbardfieldschool.com) and by any other appropriate means.
- 2.4.14 ensure that students attendance is monitored regularly with the aim that no child is absent without authorisation, and where the reason for a child’s absence is not known ensure that this is followed up immediately. In particular where a child is absent due to an extended holiday, or does not return following an extended holiday this be followed up immediately and rigorously. Any concerns in this regard must be reported immediately to the Designated Safeguarding Lead.

## **2.5 Liaison with Other Agencies**

The school will:

- 2.5.1 work to develop effective links with relevant services to promote the safety and welfare of all pupils

2.5.2 co-operate pro-actively as required, in line with Working Together to Safeguard Children, 2013, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups

2.5.3 notify the relevant Social Care Unit immediately if:

- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan

## 2.6 Record Keeping

The school will:

2.6.1 keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately

2.6.2 ensure all records are kept securely, separate from the main pupil file, and in a locked location

2.6.3 ensure all relevant child protection records are sent to the receiving school or school or establishment when a pupil moves schools in accordance with the Education Child Protection Record Keeping Guidance.

## 2.7 Confidentiality and information sharing

2.7.1 Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

2.7.2 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents to see child protection requests, they will refer the request to the Designated Safeguarding Lead or Headteacher/Principal.

The school will:

2.7.3 ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Social Care as required.\*

\* **Information sharing: Guidance for practitioners and managers** is available from Department of Education.  
[www.education.gov.uk](http://www.education.gov.uk)

- 2.7.4 ensure that the Headteacher/Principal or Designated Safeguarding Lead will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including Domestic Violence notifications
- 2.7.5 make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- 2.7.6 ensure staff are clear with children that they cannot promise to keep secrets.

## **2.8 Communication with Parents/Carers**

The school will:

- 2.8.1 ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website.
- 2.8.2 undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from Social Care. *(Further guidance on this can be found in the Core Inter-agency Procedures of the Local Safeguarding Children Board)*

## **3.1 SUPPORTING VULNERABLE CHILDREN**

- 3.2 We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.
- 3.3 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.
- 3.4 We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.
- 3.5 We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.
- 3.6 The school will support the pupil through:
  - 3.6.1 Curricular opportunities to encourage self-esteem and self-motivation
  - 3.6.2 An ethos that actively promotes a positive, supportive and safe environment and values the whole community
  - 3.6.3 The school's behaviour policy will support vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will ensure that

the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred

- 3.6.4 Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, the council's Sexual Behaviour Service or Locality Teams
- 3.6.5 A commitment to develop productive and supportive relationships with parents/carers
- 3.6.6 Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
- 3.6.7 Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Local Safeguarding Children Board "Core Inter - Agency Procedures"
- 3.6.8 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The relevant contact with social care and any other relevant agencies will also be informed
- 3.6.9 When a child is missing from education, the school will immediately notify the relevant contact within the Social Care Team/Education Welfare Officer and follow any local procedure's accordingly if a child is subject to a Child Protection Plan or there have been ongoing concerns.

### **3.7 Substance Misuse and Child Protection**

- 3.7.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

### **3.8 Children of Substance Misusing Parents/Carers**

- 3.8.1 Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.
- 3.8.2 When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.
- 3.8.3 This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

### **3.9 Domestic Abuse**

- 3.9.1 Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.
- 3.7.2 Head Teachers/Principals should be notified of Domestic Abuse incidents where the police have been called and that involve children and young people on their roll and will take appropriate action to ensure children and young people are kept.

### **3.10 Female genital mutilation (FGM)**

- 3.10.1 Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK.
- 3.10.2 FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health.
- 3.10.3 FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.
- 3.10.4 The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy. Particular regard should be given to a child who has returned from an extended holiday, and this should always be followed up and any concerns reported to the Designated Safeguarding Lead.
- 3.10.5 Where the school believes there is a specific risk due to the community it serves further guidance can be found under Part 1 of the Keeping Children Safe in Education Document.
- 3.10.6 The Designated Safeguarding Lead will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed

before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

### **3.11 Child Sexual Exploitation (CSE)**

- 3.11.1 Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities.
- 3.11.2 Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organized crime involving gangs and groups.
- 3.11.3 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.
- 3.11.4 It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognize it as abuse.
- 3.11.5 Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.
- 3.11.6 The school will refer to the Keeping Children Safe in Education Document and seek advice from the Social Care Team and/or the LSCB if there is a concern that a young person may be at risk.

### **3.12 Forced Marriage**

- 3.12.1 A forced marriage is a marriage without the consent of both parties and where pressure or threats are a factor. This is very different to an arranged marriage, which both people will have agreed to. It is a criminal offence to force someone to marry.
- 3.12.2 Signs of concern could include truancy/absence/ from the school/punctuality concerns, low motivation, self harm, depression, isolation, attempted suicide, eating disorders, other family members forced to marry or reported missing, family disputes, domestic violence and substance abuse.
- 3.12.3 Further guidance can be found under Part 1 of the Keeping Children Safe in Education Document.

## **4.0 SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXTREMISM**

- 4.1.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

- 4.1.2 Great Bardfield Primary values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 4.1.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 4.1.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in the Appendix attached to this policy.
- 4.1.5 Our school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

## **4.2 Risk reduction**

- 4.2.1 The school governors and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- 4.2.2 This risk assessment will be reviewed at least annually.

## **4.3 Response**

- 4.3.1 Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for this school is the Designated Safeguarding Lead.
- 4.3.2 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.
- 4.3.3 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

## 5.1 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- 5.2 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks on employees, volunteers and governors are undertaken according to the government guidance 'Keeping Children Safe in Education' (2014) and the group's Pre-employment Check Policy
- 5.3 **The following members of staff have undertaken Safer Recruitment training:** Alison Kerrell Headteacher and Susan Aldred Deputy Headteacher. Safer Recruitment training can be provided face-to-face by the Professional Services HR Department, and such training will only be carried out by a DfE accredited trainer or from September 2014 by a suitably qualified and experienced practitioner approved through the Professional Services HR Department.
- 5.4 Any allegation of abuse made against a member of staff will be reported straight away to the Head Teacher or Principal. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The school will follow the procedures set out in Part four of Keeping Children Safe in Education and will seek the advice of the Professional Services HR Department where any such matter is under consideration.
- 5.5 The school will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education and always seek guidance from the Professional Services HR Department.
- 5.6 The Designated Safeguarding Lead and/or the Headteacher/Principal will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are, wherever possible, reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Head Teacher or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 5.7 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded efficiently and that notification of any concerns is made to the relevant authorities and professional bodies (including statutory referrals where required) and included in references where applicable.
- 5.8 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected in these types of cases. Where suspension is being contemplated advice will be sought from the Professional Services HR Department.
- 5.9 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is, however, rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

- 5.10 The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 5.11 All staff will sign to confirm that they have read a copy of the Code of Conduct and Part 1 of the Keeping Children Safe in Education.
- 5.12 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 Trust).
- 5.13 The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

## **6.1 OTHER RELATED POLICIES**

- Physical Intervention and/or the Use of Reasonable Force (*reference – DfE, use of reasonable force – Advice for headteachers, staff and governing bodies*)
- Anti-Bullying
- Racist Incidents
- Health and Safety
- E-Safety and Acceptable Use
- Whistleblowing
- Complaints procedure
- Behaviour

### **6.1 Use of Mobile Phones Policy**

5.1.2 Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students volunteers and parents/carers.

## **7.0 Children with Special Educational Needs**

### ***For Primary schools***

*As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home.*

*The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead*

*such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.*

*Where necessary, the school will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.*

*We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.*

## **8.1 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

8.2 The local governing body fully recognises its responsibilities on behalf of the group with regard to child protection and safeguarding and promoting the welfare of children.

It will:

- consider nominating a governor for safeguarding and child protection who will monitor the school's compliance with statutory requirements and practice and champion child protection issues
- ensure an annual report is made to the full governing body, and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay
- ensure that the effectiveness of this Safeguarding and Child Protection policy is annually reviewed and any updates provided by the group are implemented immediately. It will be made available on the school website.

## **8.3 Extended Academies and Before and After School Activities (on or off school site)**

8.2.1 If the school provides extended facilities before or after normal school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

8.2.2 Where services or activities are provided separately by another body, either on or off school site, the governing body will confirm that the school's leadership team have sought assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

### Four categories of 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.

**Neglect** - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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

**Emotional Abuse** - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

**Sexual Abuse** – 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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
  - children in looking at, or in the production of, sexual images,
  - children in watching sexual activities
  - or encouraging children to behave in sexually inappropriate ways
  - 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.

Approved September 2016

To be Reviewed September 2017



