



The Cowplain School

Work hard. Enjoy learning. Achieve highly.

Child Protection and Safeguarding Policy

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Policy statement and principles

The Cowplain School is committed to safeguarding and promoting the wellbeing of children expects the school community to share this commitment.

This Policy applies to all staff, governors, contractors and volunteers working at The Cowplain School and are consistent with those of the local safeguarding children board (LSCB). It provides the guidance staff need in order to keep children safe and secure in the school and informs parents and carers how the school will safeguard their children whilst they are in the school's care.

The Cowplain School recognises that children have a right to feel secure and cannot learn effectively unless they do so. Parents, carers and other people can harm children either by direct acts or failure to provide proper care or both. Children may suffer neglect; emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children's Social Care or the Police, without notifying parents, if this is in the child's best interests.

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.

This policy which is available on the school website and is available to staff on the school network, is one of a series in the school's integrated safeguarding portfolio. Other relevant policies are listed on page 22 of this policy.

Our core safeguarding principles are to:

- Ensure the school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Establish and maintain an environment where children feel safe and secure, are encouraged to talk and are heard.
- Ensure that children know that there are adults in the school whom they can approach if they are worried about any problems.
- Include opportunities within the PSHCE Curriculum, Reflection Time and assemblies that will help develop the skills children need in order to recognise and stay safe from abuse.
- Ensure that staff training is up to date and staff remain alert to the outward signs of possible abuse.
- Work in partnership with outside agencies so that appropriate support is readily available for children, and any member of staff requiring guidance.
- Review the policy and procedures at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment

where children are respected and valued, whilst also ensuring that when assessing children's welfare we take into account their social settings beyond school. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors.

Policy principles

- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Assessments of children's welfare must take into account all of their social sphere, not only that at school.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in child protection issues will receive appropriate support.

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners.
- To establish a safe environment in which children can learn and develop.
- To ensure that safe recruitment practices operate in checking and recording the suitability of staff and volunteers to work with children. (Safe recruitment practices will also extend to checking the personal details of contractors working on the site and visitors working with children either accompanied or alone).
- To establish a 'whistle-blowing culture' in which members of the school community feel supported and, therefore, confident to identify and report cases, or suspected cases of abuse.
- To provide appropriate support to children who are victims of abuse, promptly and sensitively and in accordance with his / her Child Protection or Child in Need plan.
- To ensuring that allegations or concerns against staff are dealt with in accordance with the Department for Education (DfE), Local Safeguarding Children's Board (LSCB) and Hampshire County Council guidance.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Contextual safeguarding is based on research by Dr. Firmin at the University of Bedfordshire on safeguarding adolescents, particularly in their social settings beyond school. The research shows how important it is that the assessments of children take into account all of their social sphere, not only that at school.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the designated safeguarding lead at the school and **DDSL** to the deputy designated safeguarding lead.

Child includes everyone under the age of 18.

Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- The Children Act 1989 and 2004
- The Education Act 2002
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2015
- Keeping Children Safe in Education 2018
- What to do if you're worried a child is being abused 2015
- Safeguarding our Children – 4LSCB Safeguarding Procedures (2007)
- Hampshire County Council – Safeguarding Children Policy (2011)
- The Prevent duty – Departmental For Education advice for schools and childcare providers (March 2015 and subsequent updates)
- Safeguarding Children Who May Have Been Trafficked Guidance (2011)
- Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, May 2018)

Roles and responsibilities

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of the children and all staff may raise concerns directly with Children's Social Care Services. In accordance with the statutory guidance published by the Department for Education 'Keeping Children Safe in Education' (September 2018) all staff in The Cowplain School are required to read Part One 'Safeguarding information for all staff' and Annex A and will be provided with a copy as part of their induction to the school. The full document is available on the school network (see Appendix 3).

There are, however, key people within schools and the LA who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities for the current school year (2018-19) are:

Key personnel

The designated safeguarding lead (DSL) is Mr N. Brockhurst (Deputy Headteacher)

Contact details: email: nickb@cowplainschool.co.uk tel: 023 9261 2020 ext: 211

The deputy designated safeguarding lead (DDSL) is Mrs S. Williams

Contact details: email: serena.henderson@cowplainschool.co.uk tel: 023 9261 2020 ext: 236

The nominated child protection governor is Mr S. Head

Contact details: email: c/o Clerk to Governors: podolska@ntlworld.com tel: tel: 023 9261 2020 ext: 206

The Headteacher is Mr I. Gates

Contact details: email: c/o amandas@cowplainschool.co.uk tel: 023 9261 2020 ext: 206

The Designated Safeguarding Lead (DSL):

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with regular updates
- acts as a source of support and expertise to the school community
- has a working knowledge of LSCB procedures
- makes staff aware of LSCB training courses and the latest policies on safeguarding
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the LSCB
- ensures that the child protection policy and procedures are reviewed and updated annually liaises with the nominated governor and Headteacher as appropriate
- makes the child protection policy available publicly, on the school's website.

The Deputy Designated Safeguarding Lead (DDSL)

Are trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

The responsibility of the LA Child Protection Service is to:

- Advise the Headteacher, DSL/DDSL on any matter relating to a Child Protection issue.
- Coordinate any communication which may be required between agencies which may need to be involved in any Child Protection issue.
- Report back to the DSL/DDSL any information which may be relevant to the protection and/or support of any child who may have been referred to them for a Child Protection issue.
- Supply information to the DSL/DDSL which may be necessary to implement any measures which will prevent further harm to that child.

Multi Agency Safeguarding Hub

The Multi Agency Safeguarding Hub (MASH) provides triage and multi-agency assessment of safeguarding concerns in respect of vulnerable children and adults. It brings together professionals from a range of agencies into an integrated multi-agency team. The MASH team makes assessments and decisions depending on statutory need, child protection or early help. Quicker response times, a co-ordinated approach and better informed decision making ensures that vulnerable children and adults are protected.

The MASH is based at Hampshire County Council's frontline contact centre, building upon the excellent work of the existing Children's Reception Team – the gateway to children's social care.

The MASH team shares information from every agency to decide the most appropriate intervention in response to the person's identified needs. This ensures that vulnerable children and adults are responded to quickly and efficiently by the most appropriate professional. Timescales are agreed depending on statutory need, child protection or early help.

The Cowplain School recognises that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with physical disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues children may also be vulnerable and in need of support and protection.

Good practice guidelines and staff code of conduct

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation

- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's Child Protection and Safeguarding Policy, Behaviour Policy, and the school's procedures for managing children who are missing in education, Staff Code of Conduct and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL/DDSL, or, if necessary directly to police or children's social care.

Abuse of position of trust

All staff at The Cowplain School are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff 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 that 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 pupil under 18 may be a criminal offence.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- children who are looked after, previously looked after or care leavers
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and

resources in community languages and accessible formats for children with communication needs.

Children missing education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL and the Attendance Manager will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Whistle blowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The Cowplain School's Whistleblowing Policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place. The Whistleblowing Policy can be found on the school website and for staff, on the school network.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

Allegations against staff

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2018)* and in The Cowplain School's Procedures when dealing with Allegations against Staff.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a briefing during their induction, which includes The Cowplain School's Child Protection and Safeguarding Policy, Behaviour Policy, the school's procedures for managing children who are missing in education and The Staff Code of Conduct, reporting and recording arrangements, and details for the DSL/DDSL. All staff, including the DSL/DDSL, Headteacher and governors will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates throughout the year.

Safer recruitment

The Cowplain School complies with the requirements of Keeping Children Safe in Education (DfE 2018) and the LSCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school's Recruitment Policy sets out the process in full and can be found on the school website and for staff, on the school network.

At least one member of each recruitment panel will have attended safer recruitment training.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

The school obtains a written statement from alternative providers where students are placed to confirm that they have completed all the vetting and barring checks that are necessary on their staff.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Risk assessments will be undertaken for each volunteer to decide whether an enhanced DBS check needs to be done.

Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

Site security and evacuation procedures

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

The Cowplain School has clear procedures in place, which are rehearsed at regular intervals, for the safe evacuation of buildings and/or the site itself for fire, evacuation other than for fire, and for lockdown. Students and staff are reminded of these procedures through staff meetings and assemblies, and staff are issued with a folder which contains the information relating to such evacuations. The School Emergency

Management Team (SEMT) has a School Emergency Response Plan which is reviewed annually.

Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by The Cowplain School, our own Child Protection and Safeguarding Policy applies. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

Staff/pupil online relationships

The school provides advice to staff regarding their personal online activity and has clear rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

Staff must not:

- View anything obscene, questionable or illegal on school equipment.
- Use school equipment to view personal social media accounts or for personal communication.
- Add students or their parents as friends on social media.
- Take photos of students on personal cameras.
- Give personal contact details to students and parents.

Staff should:

- Use a school email address and a school telephone for professional communication where possible.
- Keep all communication with students and parents professional.
- Protect their personal networks with privacy settings.
- Keep copies of email communications with students and parents.
- Report any concerns to the DSL/DDSL.

Child protection procedures

Where it is believed that a child is suffering from, or is at risk of, significant harm, The Cowplain School will follow the procedures set out in the Area Child Protection Committee's Procedures.

Staff at The Cowplain School receive regular updated training to inform them of the Safeguarding and Child Protection procedures to be followed. Courses are offered to staff directly involved with Child Protection. The DSL will inform all staff at the beginning of each academic year of any changes in the Safeguarding and Child Protection policy and practice.

Parents will be informed of The Cowplain School Safeguarding and Child Protection Policy via the school website.

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in school which have happened elsewhere.

Keeping Children Safe in Education (DfE 2018) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our Anti Bullying procedures which can be accessed on the school website, and for staff, on the school network.

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”. Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL/DDSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of your concern
- seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way. Early concerns such as these will be shared with the Pastoral Team.

If the pupil does reveal that they are being harmed, staff should follow the advice below:

- Following an initial conversation with the pupil, if the member of staff has concerns, they should log their concern via CURA and discuss their concerns

with the DSL or DDSL (See Appendix 4). If in doubt, always log concerns on CURA.

- Report verbally before you leave the school site
- You may need to make contemporaneous notes (e.g. during a disclosure) but do NOT ask leading questions. Include the child's full name, what you saw, what you heard, what you were told, names of anyone who was with you, details of any injury you were shown, your name, your role, your signature and date
- Be careful to identify what is fact and what is your professional opinion or hearsay
- Hand your notes to the DSL or the deputy DSL. Do not leave them on a desk or in a pigeon hole
- In exceptional circumstances staff can make a direct referral to children's social care, NSPCC or police
- Be guided by the school's reporting flowchart (See Appendix 4).

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL or DDSL.** The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report verbally to the DSL or DDSL even if the child has promised to do it by themselves
- complete a record of your concern on CURA as soon as possible
- seek support if they feel distressed.

When an allegation is reported or suspected: Referral to children's social care

The DSL/DDSL must be informed immediately if a child makes an allegation to a member of staff, or if a member of staff has reason to suspect abuse. In the event of medical assistance being required, this should be actioned first. Normally the school will try to discuss any concerns about a child's welfare with the family and where possible seek their agreement to making a referral to Social Care, if necessary. However, in accordance with DfE guidance, this will only be done when this will not place the child at increased risk. The child's views should also be taken into account.

Sensitivity must be shown towards the child; a child should not be expected to repeat the allegation to different people if abuse is disclosed. The child must be made aware, gently, that confidentiality cannot be promised in such circumstances as their safety is paramount. They need to be told also that the school will seek help from other agencies. Staff must resist from asking too many or leading questions.

An accurate record (which may be used in any subsequent court proceedings) of all that has happened must be made within 24 hours of the disclosure: The member of staff to whom the allegation was reported / who has suspected abuse must write a report stating:

The Incident reported by the child / or explanation of the concern, injuries, dates, times, action taken by the member of staff, time of referral to the DSL/DDSL. The victim of abuse (if they are able to write a statement) should be encouraged to write a statement outlining: the name, the event i.e. a record of what has happened, who is involved, dates, times, actions taken (if any).

The statement must be signed and dated by the person responsible for writing the statement. If a scribe is used, this should be made clear on the statement.

The DSL/DDSL will decide whether it is appropriate to verbally inform Social Care (via the Hants Direct Professionals Line). The DSL/DDSL may contact the Professionals Line to discuss the case and seek advice on whether it should be referred on to Social Care. The DSL/DDSL will confirm if there has been any contact with the child's family. Where this is doubt or reservations about involving the child's family, the DSL/DDSL should clarify with Social Care or the Police whether, and if so, when and by whom, the parents should be told about the referral. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate. The DSL/DDSL will help the parents understand that a referral is in the interests of the child and that the school will be involved in the Section 47 enquiry as per the Children Act 1989, or a police investigation.

In the event of an allegation against a member of staff, contractor, volunteer or Governor, the Headteacher will take appropriate action in accordance with the school's and Local Authority's Policies. In the event of the allegation being made against the Headteacher the DSL/DDSL will inform the Chair of Governors who will take appropriate action in accordance with the school's and Local Authority Policies.

The DSL/DDSL will:

- act on the advice offered by Social Care. If there is a delay in receiving a response from Social Care, the DSL/DDSL will inform the Police. Social Care and / or the Police will advise as to whether parents should be contacted at this stage.

In such an instance, the Police/Social Care will advise how to proceed. The child can be kept in school if advised to do so by these agencies;

- co-ordinate information from Social Care and any further investigation required by the school;
- confirm in writing to Social Care, the referral made verbally, within 24 hours, including the actions that have been taken. The written referral should be made using the inter-agency referral form.
- oversee the organisation and implementation of any support to be provided by the school in liaison with Social Care.

If there is no grounds for significant harm, the DSL/DDSL will actively monitor the situation and may instigate the Early Help process and will inform appropriate members of staff.

When a child is in need of urgent medical attention and there is suspicion of abuse the DSL/DDSL will first notify Social Care and seek advice about what action Social Care and/or the Police will take. It must be agreed who will inform the parents. The Headteacher or the DSL/DDSL will take the child to the Accident and Emergency Unit at the nearest hospital.

If the suspected abuse is sexual then the medical examination should be delayed until Social Care and the Police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. There must at all times be a responsible adult with the child, whether from the school, Social Care or the Police, if the parents are not included.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL/DDSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Confidentiality and sharing information

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, in particular in the context of Child Protection. The only purpose of confidentiality in this respect is to benefit the child.

The Cowplain School's "need to know" policy is that; only those people who can immediately benefit the child by protecting them, supporting them or preventing any further harm coming to them, will be supplied with any information. The information supplied will be an absolute minimum for the adult to carry out their duty of care.

When a disclosure is made to a member of staff, confidentiality must not be guaranteed, as the information must be passed on to the DSL/DDSL. To offer confidentiality will not help to support, protect and prevent the child from possible future harm. By confidentiality, it is meant that the child must be informed early on in the disclosure that the information may need to be passed onto another authority.

Information disclosed should be given to the DSL/DDSL, **and to no one else**. The DSL/DDSL will then decide to whom to pass the information. **At no time should the information be given to the child's friends or family**. This will be done as and when an initial risk assessment has taken place, if appropriate.

The DSL/DDSL will contact the Local Area Child Protection Team when information has been collected relating to the child's disclosure.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2018)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Well-kept records are essential to good child protection practice. The Cowplain School is clear about the need to record any concerns held about a child or children within the school, the status of such records and when these records should be passed over to other agencies.

Written records are kept in a locked cabinet in a locked office, only accessible to the DSL/DDSL and the Headteacher.

When it becomes apparent that a referral needs to be made to the Local Area Child Protection Team, the detailed records are transferred onto a data base only accessible to the DSL/DDSL, the DSL and the Headteacher.

All Child Protection records are kept separate from any other school records. Child Protection records stay in the possession of the DSL/DDSL and the Headteacher.

All records will be signed and dated. If a scribe is used this will be indicated on the statement. The scribe will sign and date the record indicating that it is a written account of another person's statement. The scribe will read the account to the child, if required by the child. The child must also sign and date the account to confirm that it is an accurate account of what he / she said.

The DSL/DDSL will provide guidance so that the statement, wherever possible, shows a distinction between fact, opinion, observation and allegation.

In the event of a child on the Child Protection register transferring school, the DSL/DDSL will contact the receiving school directly. Written records will be transferred.

All records are archived in accordance with the Local Authority's Policy. Confidential records are disposed of through appropriate confidential waste systems.

Child protection information will be stored and handled in line with the Data Protection Act 1998. Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

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 parent to see child protection records, they will refer the request to the Headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Attendance at Child Protection conferences

A Child Protection conference is called by the Local Area Child Protection Team and chaired by a Senior Team Leader. Attendance at these conferences is strictly by invitation of the Local Area Child Protection Team and the chairperson.

The DSL/DDSL will attend any Child Protection case conference when a member of The Cowplain School is required to attend.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the DSL/DDSL, the Headteacher and the Chair of Governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

Supporting Children at Risk

The Cowplain School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The Cowplain School may be the only stable, secure and predictable element in the lives of children at risk. Whilst in school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

The Cowplain School will endeavour to support students through:

- The curriculum, to encourage self-esteem and self-motivation.

- The school ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- The implementation of school behaviour and management policies.
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- Regular liaison with other professionals and agencies that support the students and their families.
- A commitment to develop productive, supportive relationships with parents, unless it is not in the child's interests to do so.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection issues.

Special Circumstances

Peer on peer abuse (Children with sexually harmful behaviour)

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **Anti-bullying procedures** where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than Anti-bullying procedures.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL/DDSL as soon as possible.

At The Cowplain School we are committed to ensure that any form of peer on peer abuse or harmful behaviour is dealt with immediately and consistently. This will reduce the extent of harm to the young person and minimise the potential impact on that individual child's emotional and mental health and well-being.

Rationale

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged young person.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Prevention

As a school we will minimise the risk of allegations against other pupils by:

- Providing an appropriate PSHE syllabus which develops pupils understanding of acceptable behaviour and keeping themselves safe
- Having a robust approach to Internet Safety which develops pupils' knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking
- Having robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using information technology in school
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued
- Providing support and advice on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments and support and advice for pupils identified as being a potential risk to other pupils

Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against pupils by other young people in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, teenage relationship abuse and sexual exploitation, bullying, cyber bullying and sexting. It should be considered as a safeguarding allegation against a pupil if some of the following features are present.

The allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a pupil could include:

Physical Abuse

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action or sanctions to be undertaken.

Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

The Cowplain School makes students and staff aware that bullying may involve:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e. g. size, hair colour, race, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

Cyber bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, regardless of their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Emotional Abuse

Can include blackmail or extortion and may also include threats and intimidation. This harmful behaviour can have a significant impact on the mental health and emotional well-being of the victim and can lead to self-harm.

Sexual Abuse

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. It can also include indecent exposure, indecent touching /serious sexual assaults or forcing others to watch pornography or take part in sexting.

Teenage Relationship Abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Sexual Exploitation

This can include encouraging other young people to engage in inappropriate sexual behaviour or grooming and recruiting members of the peer group into being sexually exploited by other young people or adults. It can also include photographing or videoing other children performing indecent acts.

Procedure for Dealing with Allegations of Peer on Peer Abuse

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern.

1. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) should be informed immediately, both verbally and subsequently via CURA.
2. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
3. The DSL or the DDSL should meet with the Headteacher to discuss the case.
4. The DSL or the DDSL will follow through the outcomes of the discussion and make a referral where appropriate.
5. If the allegation indicates that a potential criminal offence has taken place, the police will be involved.
6. Parents, of both the student/s being complained about and the alleged victim/s, should be informed and kept updated on the progress of the referral.
7. The DSL or the DDSL will make a record of the concern, the discussion and any outcome and keep a copy in the Secure Safeguarding records.
8. If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action.
9. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
10. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

The Cowplain School believes it is very important that policies relating to safeguarding students are read in conjunction with one another to quickly identify and take any necessary and appropriate action to help prevent children and young people up to 18 years of age being at risk of harm.

Child Sexual Exploitation (CSE)

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the PSHCE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL/DDSL.

Honour-Based Violence

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions

or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

Staff concerned should inform the DSL/DDSL or the Headteacher whereupon local safeguarding procedures will be activated, using existing national and local protocols for multi-agency liaison with police and children's social care.

Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

At The Cowplain School, staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

From 1 July 2015 schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

In order for schools to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. "Radicalisation" refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The statutory guidance on the Prevent duty summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Staff concerned about children vulnerable to radicalisation should inform the DSL/DDSL or the Headteacher whereupon local safeguarding procedures will be activated, using existing national and local protocols for multi-agency liaison with police and children's social care.

Unaccompanied asylum seeking children and child victims of human trafficking

Definitions:

Unaccompanied asylum seeking child: a child who is applying for asylum in their own right and is separated from both parents and is not being cared for by an adult who in law or by custom has responsibility to do so.

Trafficked child: a child who is a victim, or for whom there is reason to believe they may be a victim, of trafficking in human beings within the meaning of victim in the Council of Europe Convention on Action against Human Trafficking in Human Beings.

Unaccompanied asylum seeking children and child victims of human trafficking are some of the most vulnerable children in the country. Unaccompanied children are alone, in an unfamiliar country and are likely to be surrounded by people unable to speak their first language. Trafficked children can be at risk of returning to their traffickers and of further exploitation for sex, forced labour, domestic servitude or criminal activities. Both groups may have experienced emotional trauma in their country of birth, in their journey to the UK or through their treatment by adults in the UK. They are likely to be uncertain or unaware of who to trust and of their rights. They may be unaware of their right to have a childhood.

The local authority providing for their care has a duty to protect and support these highly vulnerable children. Because of the circumstances they have faced, unaccompanied and trafficked children often have complex needs in addition to those faced by looked after children more generally. The special support required to address these needs must begin as soon as the child becomes looked after by the local authority. It will be most effective where this support is provided through a stable, continuous relationship with the child.

When working with unaccompanied asylum seeking children and child victims of human trafficking we will ensure:

- In conjunction with the Hampshire County Council, an education plan for securing high quality education provision in school and the details of particular support the child may need, for example, where the child has a special educational need.
- That children for whom English is not their first language, support both to learn English and to develop literacy skills in their mother tongue.
- Appropriate liaison with the virtual school head to monitor educational progress and to promote a culture of proactive commitment to secure the highest educational outcomes for unaccompanied or trafficked children.
- An awareness by staff that children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. However, not all children who go missing from education have been victims of trafficking.

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (2016)*.

Children staying with host families

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable. In such circumstances the school follows the guidance in Annex E of *Keeping Children Safe in Education (2016)* to ensure that hosting arrangements are as safe as possible.

Appendices

Appendix 1: Four categories of abuse

Appendix 2: The school's use of photographs

Appendix 3: Keeping children safe in education: information for all school and college staff

Appendix 4: Designated Staff for Safeguarding and Child Protection

Appendix 5: Safeguarding is a priority here!

Appendix 6: Safeguarding Guidance

Monitoring and Evaluation of Policy

- Staff/governor training will be recorded and monitored to ensure that key staff/governors keep abreast of current legislation.
- Staff awareness training will be undertaken each year. For new staff and staff arriving mid-year, Child Protection and Safeguarding training will be included within the Induction Programme.
- Temporary and Volunteer Staff will be given a copy of the Child Protection and Safeguarding Policy via the Supply/Temporary/Volunteer Staff Handbook.
- The effectiveness of the policy will be evaluated as part of the school's policy review cycle.

Review of Policy

The Child Protection and Safeguarding Policy will be reviewed annually by the governing body. An earlier review will be undertaken if there is a change to government or Local Authority legislation.

Other Relevant Policies

This policy should be read in conjunction with other related policies and procedures in school. These include:

Allegations against Staff Procedures
 Anti-Bullying Policy
 Attendance Policy
 Behaviour Policy
 Complaints Procedure
 Equal Opportunities Policy
 Exclusion Policy
 Health and Safety Policy
 IT Acceptable Use Policy
 Looked After Children Policy
 Medical Needs Policy
 Recruitment Policy
 Special Educational Needs Policy
 Substance Abuse Policy
 Whistleblowing Policy

A copy of the School's Child Protection Policy is available on line at www.cowplainschool.co.uk

Date Reviewed:	Autumn 2018	Reviewed by:	NBT	Next Review:	Summer 2019
Summary of changes made:	<p>The policy has been updated to fully reflect the most recent Department for Education guidance <i>Keeping Children Safe in Education (September 2018)</i></p> <p>Emphasis on Contextual Safeguarding (page 4 and 5) Specific reference to Behaviour Policy being included in Safeguarding Training (page 8 and 9) Changes to Vetting Procedures (page 10) Inclusion of CURA as reporting method (page 12 and 13) Inclusion of previously separate Peer on Peer Abuse policy into this policy (page 18-22) Update to roles and responsibilities in Appendices 4-6.</p>				

APPENDIX 1

Four categories of abuse

Physical abuse

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

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. 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

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL/DDSL.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL/DDSL to decide how to proceed.

APPENDIX 2

The Cowplain School – Use of Photographs

The Cowplain School operates the following policy on its website regarding the use of photographs, to ensure the privacy and safety of children and young people at or associated with the school:

- Parental permission will be requested before using images of a child for the school brochure, its website, for the press and / or for display purposes.
- Where a photograph is used, a child's name will not be displayed unless agreed.
- Where a child is named a photograph will not be shown unless previously agreed.
- No other private information about a child will be published.

By observing these principles, the school hopes to ensure that visitors to the school's website cannot link an individual's name to an image. When selecting photographs the school remains mindful of the way that children appear and will not include images which may be considered to be inappropriate.

APPENDIX 3

Keeping Children Safe in Education: Information for all School and College Staff

Please click the link below to the document:

<N:\StaffOnly\SAFEGUARDING\ESSENTIAL DOCUMENTS\Keeping Children Safe In Education - September 2018.pdf>

APPENDIX 4



Designated Staff for Safeguarding and Child Protection



Mr I Gates
Headteacher



Mr N Brockhurst
Designated
Safeguarding Lead



Mrs S Williams
Designated Deputy
Safeguarding Lead



Mrs C Dodd
Safeguarding Officer



Mr M Simmons
Safeguarding Officer



Mrs D Creighton
Safeguarding Officer



Mr S Smart
Safeguarding Officer



Miss C Graham
Safeguarding Officer

The Cowplain School is committed to Safeguarding young people. If you have a Safeguarding or Child Protection concern then please speak with one of the above members of staff, without delay. For all concerns, please use the Cura link to log the required information. Alternatively, you can telephone the Safeguarding Team directly on:

Ian Gates	207	Claire Dodd	248
Nick Brockhurst	211	Malcolm Simmons	252
Serena Williams	208	Della Creighton	249
		Steven Smart	251
		Charmaine Graham	250



Useful telephone numbers:

Emergency Services	999
Non-Emergency Police	101
Children's Services Professionals Line	01329 225379

APPENDIX 6

