



**AVANTI HOUSE**  
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# CHILD PROTECTION AND SAFEGUARDING POLICY 2015-2016

<b>Approval</b>	<b>Staff</b>	<b>Governing Body</b>
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	Principal: Mr Mark Bennison Signed: _____	Chair: Mr Yuvraj Rana Signed: _____
Lead Professional/s	Assistant Principal for Personalisation and Wellbeing Gina Richardson	

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## 1. Introduction

Governors and staff recognise that they have a full and active part to play in protecting our pupils from harm at all times. This policy aims to provide all members of staff (paid and unpaid), children and young people, and their families with a clear and secure framework for ensuring that all children in the school are protected from harm, both while at school and when not on the school premises.

### **Safeguarding children is defined as:**

The actions we take to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Practitioners who work with children in this school should read this policy within the framework of:

- Working Together to Safeguard Children (March 2015);
- Keeping Children safe in Education (2015)
- London Child Protection Procedures, 4<sup>th</sup> edition( 2010);
- Safeguarding Children and Safer Recruitment in Education (2010);
- Children's Act (2004);
- Children's Act (2007).

We believe in supporting all aspects of children and young people's development and learning, and creating the support needed so that they can learn to keep themselves safe.

We recognise that safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including:

- Pupils' health and safety
- The use of reasonable force
- Meeting the needs of children with medical conditions.
- Providing first aid
- Educational visits
- Intimate care
- Internet or e-safety
- Appropriate arrangements to ensure school security, taking into account the local context

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within our

school will play their part, including working with professionals from other agencies, to meet the needs of all our children, including the most vulnerable, and keep them safe.

All staff will work to ensure that:

- Children and young people feel listened to, valued and respected – our approach is child centred;
- They are aware of the indicators of abuse and know how to share concerns appropriately;
- They work within an assessment framework which considers the child's academic and developmental needs, the capacity of the family and other environmental factors.

All paid and unpaid staff are subject to rigorous recruitment and/or vetting procedures and receive appropriate support, training and guidance.

The School is fully committed to providing the highest standards of pupil welfare and takes proactive steps to actively promote and safeguard all its children. This policy exists to establish the safest possible learning and working environments for all.

Our school actively promotes:

- personalised approaches towards learning;
- Proactive whole school approaches towards the safeguarding of our pupils;
- Reflective practice, in an open, fair and honest environment.

Educational staff have a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage. The School is committed to referring those concerns, via the Designated Safeguarding Officer (DSO), to the appropriate organisation, normally the local authority Children's Social Care, contributing to the assessment of a child's needs and, where appropriate, to on-going action to meet those needs.

In order to ensure children are adequately protected, we will ensure that:

- We track all children's progress on a weekly basis via the school's Removing Barriers to Learning (RBL) panel / pastoral care meetings;
- We have a designated child protection officer (DSO) and a deputy DSO who attend training at least once every two years;
- All staff are trained in basic child protection awareness every year;
- The school's Climate for Learning Policy is aimed at supporting all students in the school.
- All staff have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children;
- All children, young people and their families are familiar with the Child Protection Policy;

- The Child Protection Policy is reviewed on an annual basis by the DSO and the board of governors.

## **1. Statement of Principles**

The School will:

- establish a safe learning environment in which all learners can learn and develop;
- provide learners with information so that they are aware of how to keep themselves safe;
- ensure learners know who they can approach if they are concerned;
- ensure that all safe guarding systems are child-centred;
- maintain clear procedures to identify and refer suspected cases of abuse, ensuring all staff are aware of and follow the Safeguarding Policy;
- link with appropriate agencies to safeguard and promote student achievement following Safeguarding Joint Working Protocols as defined within this policy;
- adopt appropriate recruitment and human resource procedures, including arrangements for checks on staff, agency staff, volunteers and learners working with young people. Inform the Local Authority Designated Officer (LADO) of concerns pertaining to staff members suitability to work with children and young people and of safeguarding allegations;
- provide up-to-date safeguarding related training for all staff working with children;
- collect information about available services in order to provide appropriate support for all learners;
- liaise with employers to ensure relevant learners on placements or training have appropriate safeguards in place.

## **2. Recognising Abuse**

In the Children's Acts 1989 and 2004, a child is anyone who has not yet reached their 18<sup>th</sup> Birthday.

**Safeguarding and promoting the welfare of children is defined in 'Working Together to Safeguard Children' (2015 update) as:**

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of the children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

### **Physical Abuse**

Physical abuse can involve hitting, shaking, throwing, poisoning, burning, scalding, drowning and suffocating. It can also result when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development:

- It may involve conveying to children that they are worthless or unloved, in adequate, 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuse alcohol or drugs.
- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home;
- It may involve serious bullying (including via electronic media), causing children frequently to feel frightened or in danger.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone (For more information, please refer to Anti Bullying and Cyber Bullying Policy and e-Safety Guidance).

## **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 a 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 the child is born, neglect may involve a parent or carer failing to:

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

## **Safeguarding can involve a range of potential issues including:**

- Bullying
- Domestic violence
- Fabricated or induced illness
- Female genital mutilation (FGM)
- Foreign exchange visits
- Gangs, serious youth violence and violent extremism
- Honour based violence
- Information and communication technology (ICT) – based forms of abuse
- Missing from care and home

- Not attending school
- Parental lack of control
- Parental mental illness
- Parents with learning disabilities
- Parents who misuse substances
- Pregnancy
- Private fostering
- Radicalisation and Extremism
- Self-harming and suicidal behaviour
- Sexually active children
- Sexually exploited children
- Trafficked and exploited children
- Young carers. Spirit possession or witchcraft.

### **3. Roles and Responsibilities**

The designated safeguarding officer (DSO) takes the lead responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training. Most settings have one DSO although it is good practice for settings to have a Deputy DSO. Usually, the DSO is also the named person who following the Principal's delegation responds to allegations made against members of staff.

The DSO should be a senior member of staff with the authority and seniority to carry out the functions of the role.

#### **Designated Safeguarding Officer (DSO):**

- To refer suspected abuse and neglect to the First Response Service;
- Report allegations made against members of staff to the Local Authority Designated Officer or LADO (and Ofsted, if Early Years);
- Develop and update the Child Protection Safeguarding policies, ensuring that staff, children/families/parents and carers are aware of them;
- Provide support and advice to all members of staff within the setting regarding child protection concerns;
- Keep the Principal informed about any issues that arise;
- Ensure that a child protection file is copied for the new educational establishment when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file;
- Ensure that staff receive appropriate child protection and safeguarding training, and maintain training records;



- Co-operate with any requests for information from the local authority, such as child protection training returns and self- evaluative forms for safeguarding and child protection, in compliance with the Section 11, Children Act 2004.

**All staff:**

- To report suspicions or student disclosure to the DSO or their Deputy, paying due regard to the context of any observations i.e. a relatively minor concern may take on greater significance within the wider context of knowledge of a child or family the DSO may not have.
- To provide the DSO or their Deputy with relevant information in a detailed written format, as required.
- To comply with the clear boundaries given by the DSO or the Deputy DSO.

**Principal:**

- To authorise any action taken by the DSO.
- To lead or delegate to a senior member of staff (usually DSO) any safeguarding issues made against a member of staff other than him/herself and to lead these where they involve the DSO.

**Designated Governor:**

- To become involved in any allegations against the Principal.

**Accusations against a member of staff:**

Where accusations are made against a member of staff the following procedures will be followed by the Principal. The Principal will:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation has been made;
- Ensure that the LADO is contacted immediately, before any action is taken by the school;
- Make a referral to the Children’s Service where the child resides, if appropriate;
- Ensure that the parents/carers of the child are contacted following advice from the LADO;
- Ensure that an appointed senior lead (most often the DSO) attends strategy meetings convened by the Local Authority Designated Officer (LADO) and act upon the decisions made at these meetings.

Suspension (a neutral act) will be considered when:

- There is a risk that for the investigation to proceed, impartially and without impediment a suspension ought to be implemented;
- There is a cause to suspect a child is at risk of significant harm or;
- The allegation warrants investigation by the police or;
- The allegation is so serious that it might be grounds for dismissal.

(London Child Protection Procedures)

If the accusation is against the Principal, the nominated governor will lead all decision-making and follow the above procedures. Any disciplinary investigation will be carried out once the child protection investigation has been completed. For further information, see Chapter 5 of Safeguarding Children and Safer Recruitment in Education – 2010.

## **4. Child Protection Procedures**

***Please see Child Protection Procedures Overview as an integral part of this section.***

### **1. You have a concern about a child/young person's wellbeing, based on:**

- a. Something the child/young person/parent/carer has told you
- b. Something you have noticed about the child's behaviour, health or appearance
- c. Something another professional said or did.

***Even if you think your concern is minor, the DSO may have more information that, together with what you know, represents a more serious worry about a child.***

***It is your decision alone how to respond to concerns, but it is always YOUR responsibility to share concerns, no matter how small.***

### **2. Decide whether you need to find out more by asking the child/young person, or their parent to clarify your concerns, being careful to use OPEN questions:**

....beginning with words like: 'how', 'why', 'where', 'when', 'who'?

### **3. Let the child/young person/parent know what you plan to do next, if you have heard a disclosure of abuse or you are talking with them about your concerns. Do NOT promise to keep what s/he tells you secret.**

....for example, 'I am worried about your bruise and I need to tell Mrs X so that she can help us think about how to keep you safe'.

**4. Inform the DSO immediately.** If the DSO is not available, inform their deputy. If none of these members of staff are available, speak to the Principal. If they are not available speak to a member of the Senior Leadership Team. If there are no members available then you must make the referral yourself.

**5. Make a written record** as soon as possible after the event, noting:

- a. Name of child
- b. Date, time and place
- c. Who else was present
- d. What was said/what happened/what you noticed: speech, behaviour, mood, drawings, games or appearance
- e. If a child or parent spoke, record their words rather than your interpretation
- f. Analysis of what you observed and why it is a cause for concern.

**6. The DSO may take advice from the First Response Team.**

**7. The DSO makes the referral to the First Response Service.**

The referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family.

**8. The DSO shares information with other relevant professionals,** recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of the information shared.

**9. The DSO informs parent/carer that they have made a CP referral,** if the parent/carer does not already know, and if there is no reason not to let them know.

- The First Response Service may suggest to delay informing the parent/carer in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting the disclosure).
- In cases of suspected Fabricated or induced illness by proxy, the parent/carer is not informed that this is being considered.

**10. The DSO remains in close communication with other professionals around the child/young person** and with the family, in order to share any updates about the child/young person.

If a child protection investigation is pursued, the DSO and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child/young person safe;
- Attend a child protection conference when invited and provide updated information about the child;
- Attend any subsequent child protection review conferences;
- Attend core group meetings and take an active role in the implementation of the protection plan.

## **Appendix 6: Key Contacts in Child Protection**

**Avanti Secondary DSO: Gina Richardson DDSO: Paula Soiza**  
**Avanti Primary DSO: Richard Halliday DDSO: Bronwen Hughes**

**LA's Children's Services: 02089012690**

- First Response Service
- Private Fostering
- Disabled Children's Team
- Children in care Services

**Metropolitan Police: Child Abuse Investigation Team: 0300 – 123-1212**

**NHS**

- Designated Nurse for Child Protection: **Madalena Varela 02089666398**

**Youth Services: 02087366755**

- Admissions
- Education Welfare
- Behaviour Support
- Special Educational Needs

**LA's Safeguarding Children's Board: 02084241147**

**LADO: Janice Miller 02087366435**

**Alcohol and Drug Support: COMPASS Harrow 02088612787**

- Domestic Violence Support
- National Domestic Violence Helpline
- Police Community Safety Unit
- Victim Support -Young Carers Support

**PREVENT: 02089012690**

- Radicalisation and Extremism

## **Appendix 6.1: Child Protection - Staff Guidance**

### **1. Duty of Care**

#### Governors

The Governors have a duty of care towards all employees under the Health and Safety at Work Act 1974 which requires them to provide a safe working environment for staff and guidance about safe working practices. In this respect, the duty of care towards staff, pupils and students can be demonstrated through the use of this policy and the designated Safeguarding Governor.

#### Staff

All staff have a duty to keep pupils and students safe and to protect them from physical and emotional harm. Any concerns about a student, no matter how trivial they may seem, should be reported to a senior member of staff.

Under the Health & Safety at Work Act 1974, all employees have a duty to take care of themselves and anyone else who may be affected by their actions or failings. All staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect pupils and students from discrimination and avoidable harm.

If members of staff wish to bring external people in to assist with activities they must first gain permission from the Principal.

### **2. Exercise of Professional Judgement**

This policy highlights behaviour that is illegal, inappropriate or inadvisable. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.

The School ensures that concerns pertaining to any of the above will be addressed according to the related Local Authority Safeguarding procedure.

### **3. Power and positions of trust**

All school staff are in positions of trust in relation to the pupils and students in our care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Staff have a responsibility to ensure that their position is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour, which might be misinterpreted by others, and report and record any incident with this potential.

#### **4. Confidentiality**

Staff may have access to highly sensitive, confidential information about pupils and students. They should never use confidential or personal information about a student or her/his family for their own, or others' advantage. Information must never be used to intimidate, humiliate or embarrass the student.

Confidential information about a student should never be used casually in conversation or shared with any person other than on a 'need to know basis'. In circumstances where the child's identity does not need to be disclosed, the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated safeguarding responsibilities.

If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a member of the Leadership Team.

**All media or legal enquiries should be passed to the Principal, who will seek advice from the Local Authority.**

#### **5. Propriety and behaviour**

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of our pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and students and the public in general.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting.

#### **6. Dress and appearance**

A person's dress and appearance are matters of personal choice and self-expression. Staff should consider their professional role and ensure they are dressed decently, safely and appropriately for the tasks they undertake.

## **7. Gifts**

Staff need to take care not to accept any gift that might be construed as a bribe or lead the giver to expect preferential treatment. It is acceptable for pupils or parents/carers to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you but it is unacceptable to receive gifts regularly or of significant value.

Similarly, it is inadvisable to give such personal gifts to pupils and students. This could be misinterpreted as a gesture either to bribe, or single out the student. It might be perceived that a 'favour' of some kind is expected in return.

Any reward given to a pupil must be consistent with the Climate for Learning Policy.

## **8. Infatuations**

Staff need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop an infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned. Staff should also be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff.

A member of staff, who becomes aware that a student may be infatuated with himself/herself or a colleague, should discuss this with a member of the Senior Leadership Team at the earliest opportunity, so that appropriate action can be taken.

## **9. Social Contact**

Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Where a pupil seeks to establish social contact, or this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued.

Staff should not give their personal details such as home/mobile phone number; home or e-mail address to pupils unless the need to do so and it is agreed with a member of the Senior Leadership Team.

## **10. Physical Contact**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. It is not possible to specify the circumstances where physical contact is appropriate and therefore staff should use their professional judgement at all times.



Physical contact, which occurs regularly with an individual student is likely to raise questions unless the justification for this is part of a formally agreed care plan (for example in relation to pupils with SEN or physical disabilities). Where feasible, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to him/her for the minimum time necessary.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each pupil. Pupils with special needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the pupils needs, consistently applied and open to scrutiny.

Extra caution may be required where it is known that a pupil has suffered previous abuse or neglect. The student may associate physical contact with such experiences and this could lead to staff being vulnerable to allegations of abuse. It is recognised that many such children are extremely needy and can seek out inappropriate physical contact. In such circumstances staff should deter the pupil sensitively by helping them to understand the importance of personal boundaries. For further information, staff should refer to the Reasonable Force and Physical Intervention Policy.

### **11. Physical Education and other activities which require physical contact**

Some staff, for example, those who teach PE and dance, or who offer music tuition will on occasions have to initiate physical contact with pupils. This may be in order to support a pupil in performing a task safely, or to demonstrate the use of equipment/instrument or assist them with an exercise. This should be done with the child's agreement.

In these circumstances contact should take place in an open environment and be for the minimum time necessary to complete the activity. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

### **12. Pupils and students in distress**

There may be occasions when a distressed pupil needs comfort and reassurance which may require physical contact this must be appropriate to the age of the pupil involved. Staff should remain self-aware at all times to ensure that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior member of staff.

### **13. Showers and changing**

Pupils are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision to safeguard the health and safety of

pupils and students and to prevent any incidents of bullying or teasing. This supervision should be appropriate to the needs and age of the pupils' concerned and staff need to be vigilant and sensitive to avoid any situations which may cause embarrassment.

#### **14. Behaviour management**

All pupils have a right to be treated with respect and dignity. All staff should be familiar with the Climate for Learning Policy. Staff should not use any form of degrading treatment to punish a student. The use of sarcasm, demeaning or insensitive comments towards pupils and students is not acceptable in any situation.

#### **15. Care, Control and Physical Intervention**

Section 4 of the 1996 Education Act allows staff to legitimately intervene in order to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline, having due regard to the health and safety of themselves and others

***Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.***

#### **16. Sexual contact with young people**

Any sexual behaviour by a member of staff with or towards a pupil is both unacceptable and illegal. Pupils are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the student consents or not.

The sexual activity referred to does not just involve physical contact. It may also be verbal or include non-contact activities, such as causing pupils to engage in or watch sexual activity or the production of pornographic material.

Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process (where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place). Grooming is a criminal offence.

#### **17. One to One Situations**

Staff working in one to one situations with pupils may be more vulnerable to allegations and therefore it is important that such meetings are planned and conducted accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met.

Pre-arranged meetings with pupils away from the school premises should not be permitted unless approval is obtained from their parent/guardian/carer and the Principal or other senior colleague with delegated authority.

### **18. Transporting pupils and students**

In certain situations e.g. out of school activities, staff or volunteers may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort.

Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

### **19. Educational visits and after school clubs etc.**

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.

A more relaxed discipline or informal dress and language code may be acceptable for activities which take place off the School site or out of school hours. However staff remain in a position of trust and need to ensure that their behaviour is appropriate and that it cannot be misconstrued in anyway.

Residential activities need to be carefully considered and special attention needs to be given to sleeping arrangements. Pupils, staff and parents should be informed of these prior to the start of the trip. All staff are expected to follow the Health and Safety Policy guidance with respect to assessing risks.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.

### **19. First Aid and administration of medication**

The school has trained First-Aiders. Teachers and support staff may volunteer to undertake this task but it is not a contractual requirement. Staff will receive appropriate training before administering first aid or medication.

Pupils may need medication during school hours. In circumstances where children need medication regularly, a health care plan will be drawn up to ensure the safety and protection of pupils and staff. With the permission of parents and if appropriate, the children should be encouraged to administer the medication themselves.

If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil, this should be discussed with the appropriate senior colleague at the earliest opportunity. When administering first aid, wherever possible, staff should ensure that another adult is present, or aware of the action being taken. Parents/carers should always be informed when first aid has been administered. Staff should refer to the First Aid Procedures.

## **20. Intimate Care**

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan will be drawn up and agreed with parents/carers for all children who require intimate care on a regular basis.

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

Additional vulnerabilities that may arise from a physical disability or learning difficulty should be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child, their parents/carers and the school must be negotiated, agreed and recorded. In addition, the views and/or emotional responses of children with special educational needs, regardless of age and ability must be actively sought in regular reviews of these arrangements.

## **21. Curriculum**

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to the pupils questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.

Care should also be taken to abide by the Sex and Relationships policy and the wishes of parents/carers. Parents/carers have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).

## **22. Photography, videos and other Creative Arts**

Many school activities may involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement.

Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable pupils and students who may be unable to question why or how the activities are taking place.

Children who have been previously abused in this way may feel threatened by the use of photography and filming in the teaching environment.

Staff should remain sensitive to any children who appear uncomfortable and should recognise the potential for misinterpretation.

Using images of children for publicity purposes will require the age - appropriate consent of the individual concerned and their legal guardians. Images should not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the school have access.

### **23. Internet Use**

Under no circumstances should adults in school access inappropriate images. Accessing child pornography or indecent images of children on the Internet and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to the individual being barred from work with children and young people.

Using school equipment to access inappropriate or indecent material, including adult pornography, is strictly forbidden and would lead to Disciplinary action. Staff should refer to the e-Safety Procedures and associated safe use of the Internet.

### **24. Whistleblowing**

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion.

Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of the senior leadership team and/or relevant external agencies. This is particularly important where the welfare of children may be at risk. Staff should be familiar with the Whistleblowing procedures.

### **25. Sharing Concerns and Recording Incidents**

Staff who are the subject of allegations are advised to contact their professional association. In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded on the "Safeguarding the welfare of staff" form and reported to senior staff. Early discussion with a parent or carer could avoid any misunderstanding.

Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with pupils and students so that appropriate support can be provided or action can be taken.

**Appendix 6.2: Staff Acknowledgement Form**

**Name:**

**Job Title:**

**I have read the School's Child Protection and Safeguarding Policy and I understand my role with regards to child protection and safeguarding in this setting.**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Appendix 6.3:Parent/Carer Acknowledgement Form**

The School has a Child Protection and Safeguarding Policy which means that staff will do everything they can to make sure that all the children in the school are free from harm, either in school or when the children are away from school.

To help staff keep your child safe, every member of staff must have training in child protection on a yearly basis, and the school has a Designated Safeguarding Officer (DSO) and a Deputy DSO who looks into any worries about children in school, and who looks out for children who are thought to be at risk.

The school will inform the local authority if there are any significant reasons to be worried about your child's wellbeing. The school may become worried about a child if they notice behaviour and mood changes, physical marks, worrying play or social behaviours, or if a family member of a child says something that makes the school think the child might be at risk of harm.



The school will usually inform you that they are making a child protection referral, but they are not required to tell you, nor do they need your consent to make a referral.

Name of Child:

Child's Date of Birth:

Name of Parent/Carer (1)

Relationship to Child

I have read the School's Child Protection Policy and I understand the actions that might be taken if there are any cause for concerns about my child.

Signature:

Date:

Name of Parent/Carer (2)

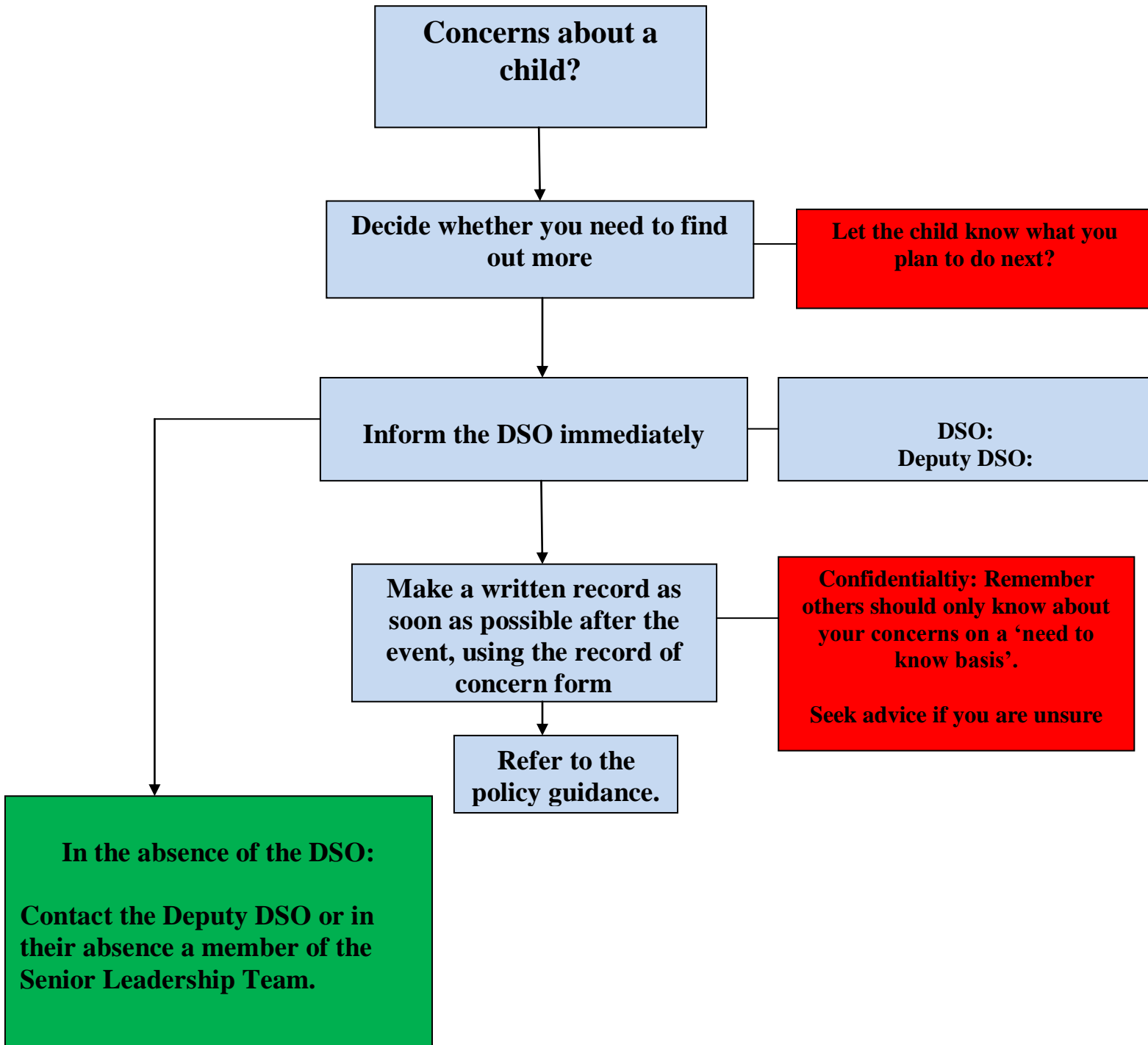
Relationship to Child

I have read the School's Child Protection Policy and I understand the actions that might be taken if there is any cause for concern about my child.

Signature:

Date:

## Appendix 6.4: Child Protection Procedures Staff Overview



\*DSO – Designated Safeguarding Officer  
\*DDSO—Deputy Designated Safeguarding Officer

# Appendix 6.5 Record of Concern Form

## RECORD OF CONCERN

Child's Name :			
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :
Date and time of concern :			
Your account of the concern : (what was said, observed, reported and by whom)			
Additional information : (your opinion, context of concern/disclosure)			
Your response : (what did you do/say following the concern)			
Your name :			
Your signature :			
Your position in school :			
Date and time of this recording :			
Action and response of DSO/Deputy or other: Please specify:			
Name: .....			
Date:.....			

