



# Safeguarding Children and Child Protection Policy and Procedures

Field View Primary School

Updated March 2020



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## Safeguarding Children Policy and Procedures

### DESIGNATED ROLES:

**The Designated Safeguarding Leads for Field View Primary are:**

#### Field View Primary School:

Mr Ben Davis – Executive Headteacher  
Mr Earl Richards – Head of School  
Miss Amy Humphreyson – Assistant Headteacher  
Mrs Bal Chuhan - Assistant Headteacher  
Mrs Nicolina Alaimo - Pastoral Officer

**Designated Teacher for Children and Young People in Care:** Mrs Jo Norris

**The designated Director for Safeguarding Children is:** Daniel Lee

**Staff who have undertaken and completed the NCSL Safer Recruitment Training for the Multi Academy Trust are:**

Mrs Lynne Law – CEO / Executive Headteacher  
Mr Ben Davis – Executive Headteacher  
Mrs Lisa Martin – Headteacher (St. Martin’s)  
Mrs Jenny Curry – Head of School (Grove)  
Mr Earl Richards – Head of School (Field View)

**The Local Authority contact to advise on Safeguarding matters are:**

|                |   |
|----------------|---|
| Dawn Williams: | Head of Safeguarding Service              |
| Mandy Lee:     | Safeguarding Manager – Children           |
| Paul Cooper:   | Local Authority Designated Officer (LADO) |

The Safeguarding Service is based at:

Priory Green,  
Whitburn Close,  
Pendeford,  
WV9 5NJ  
Tel: 01902 550477  
Email: [wscb@wolverhampton.gov.uk](mailto:wscb@wolverhampton.gov.uk)

**Multi Agency Support Hub (MASH):** 01902 555392

**Out of hours:** 01902 555999

**NSPCC Whistleblowing Helpline:** 0800 0280285

### IMPLEMENTATION, EVALUATION AND REVIEW OF THE POLICY

The policy is evaluated and reviewed by staff and approved by directors on an annual basis. It is implemented through staff meetings annually. Parents will be made aware of the policy through the school website.

### MONITORING

The Designated Safeguarding Leads (DSL) will monitor policy and procedures to ensure that:

- policy matches practice
- action regarding referrals is carried out within the specified timescales
- inter agency intervention is used as necessary and information is appropriately shared

The Designated Director will check, on an annual basis, that all safeguarding procedures and practice are carried out according to policy

## Safeguarding Children Policy

### Principles

This policy has been developed in accordance with the government publication: 'Working Together to Safeguard Children' 2019. The guidance reflects, 'Keeping Children Safe in Education' 2019.

'Keeping Children Safe in Education' (2019) defines safeguarding as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Directors of St. Martin's Multi Academy Trust takes seriously their responsibility (under section 175 of the Education Act 2002) to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

This policy applies to all staff, governors and volunteers working in the school.

We aim to:

- Establish a safe environment in which children can learn and develop.
- Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Ensure all stakeholders are safe and feel that they are able to put the welfare of children first without concern that there will be any negative consequences attached to their actions

The Teacher Standards 2012 state that teachers should safeguard children's wellbeing as part of their professional duties but we recognise that because of the day to day contact with children, all our staff are well placed to observe the outward signs of abuse. We will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults whom they can approach if they are worried.
- Include opportunities in the PSHE and PSED curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Education to:

- Ensure we have designated senior persons for safeguarding children who have received appropriate training and support for this role.
- Ensure we have a nominated director responsible for safeguarding children.
- Ensure we keep a central record of all staff, their qualifications and DBS information
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior persons responsible for safeguarding children.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding children
- Notify social care if there is an unexplained absence of more than one day of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required.
- Keep written records of concerns about children.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The schools may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The Multi Academy Trust will endeavour to support the pupil through:

- The content of the curriculum.
- The ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- Safeguarding practices such as:

- carrying out first day contact checks on absence to ensure the safety of the pupil's whereabouts
- monitoring that a pupil is collected at the end of a school day by a responsible adult
- contacting parents/carers if a child has been left at school
- referring all child concerns to the appropriate staff or agency for action
- The behaviour policy which is aimed at supporting vulnerable pupils.
- Liaison with other agencies that support the pupil such as social services, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology service (in line with 'Working Together to Safeguard Children' 2019)
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

## **Roles and Responsibilities**

### **The Role of the Executive Headteacher / Headteacher / Head of School**

The Headteacher will:

- Put in place procedures for handling cases of suspected abuse (including allegations against staff and volunteers) which are consistent with those agreed by the Local Safeguarding Children Board and easily available to all staff and volunteers for reference.
- Liaise with the nominated Director on child protection issues and school policy.
- Appoint designated senior person(s) to co-ordinate action within the school and liaise with other agencies on suspected abuse cases.
- Ensure that the designated senior person(s) receives appropriate training and support.
- Ensure that all staff know and are alert to signs of possible abuse and know what to do if they have any concerns or suspicions.
- Make parents aware of the school's child protection policy.
- Work with local partners such as Local Authorities and Social Care Departments to create a safe environment for children within the school.
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including Disclosure and Barring Service (DBS) and prohibition checks where appropriate

### **The Role of the Directors of St. Martin's Multi Academy Trust**

The directors are responsible for ensuring that the statutory duties on safeguarding are fulfilled. In order to fulfil these duties they will appoint a designated director for safeguarding children.

- Have procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the LA and locally agreed inter-agency procedures
- Review its policies and procedures annually

### **The Role of the Designated Director for Safeguarding Children**

- Be familiar with local guidance and procedures for child protection
- Attend child protection training for governors
- Ensure that the schools/MATs policy for child protection, safeguarding and associated procedures are up to date
- Attend the MATs pastoral meetings as necessary
- Be familiar with the role of the DSL
- Be aware of safer recruitment practices and have oversight of the single central record
- Ensure that the directors receive updates on the implementation of child protection policy
- Ensure the Head of School / Headteacher, and all other staff who work with children undertake appropriate training

### **The Role of the Designated Safeguarding Lead(s) (DSL) / Deputy DSLs**

This role is key to ensuring that proper procedures and policies are in place and are followed with regard to child protection issues and that there is a dedicated resource available for other staff, volunteers and directors to draw upon. They are also the designated teacher to promote the educational achievement of children who are looked after.

The DSLs will:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies
- Act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies

- Liaise with the Executive Headteacher / Headteacher / Head of School to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.
- Receive training to:
- Recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of how Local Safeguarding Children Boards operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the safeguarding children policy especially new or part time staff who may work with different educational establishments;
- Ensure all staff have induction training covering safeguarding children and are able to recognise and report any concerns immediately they arise.
- Be able to keep detailed accurate secure records of referrals/concerns;
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.
- Raise Awareness to:
- Ensure the school's safeguarding children policy is updated and reviewed annually and work with the directors of St. Martin's Multi Academy Trust regarding this;
- Ensure parents are aware of the safeguarding children policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Ensure that where children leave the school their child protection file is transferred separately from the main pupil file. (N.B. this may be done electronically). If a child leaves and the new school is not known, the Education Welfare Officer will be alerted so that these children can be included on the database for missing pupils.

Our DSLs acknowledge that the DfE has clear guidelines on what schools, directors and LAs should do if they suspect that a child has been abused or assaulted. It is not, however, the responsibility of teachers and other staff in schools to investigate suspected abuse. They will not take action beyond that agreed in the procedures.

### **Safeguarding in the school**

As well as ensuring that we address child protection concerns, we will also ensure that children who attend our schools are kept safe from harm whilst they are in our charge. To this end, this policy must be seen in light of our policies on:

- Anti-bullying; we will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised.
- Behaviour and Discipline (including Physical Intervention)
- Race Equality
- Safer Recruitment and Code of Conduct for Staff
- Health & Safety
- Medical Policy
- Procedures for Dealing with Allegations of Abuse Against Staff

### **Safer Recruitment**

We accept that it is our responsibility to follow the guidance set out in the 'Keeping Children Safe in Education' (2019), in particular we will:

- Ensure that at least one member of the selection / interview panel has received certificated training in safer recruitment
- Check that all adults with substantial access to children have an enhanced Disclosure and Barring Service check before starting work, and prior to confirmation of appointment.
- Carry out identity checks to establish that applicants are who they claim to be
- Ensure that academic qualifications are genuine
- Follow up each reference with a telephone call or personal contact during which we will discuss the applicant's suitability to work with vulnerable children.
- Satisfy conditions as to health and physical capacity of the applicant
- Examine previous employment history and investigate any gaps not accounted for

We expect all staff to have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work.

There may be times where an individual's actions in their personal life come under scrutiny from the community, the media

or public authorities, including with regard to their own children, or children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in prohibition from teaching by the Teaching Regulation Agency (TRA) a bar from engaging in regulated activity, or action by another relevant regulatory body.

All staff must inform the Headteacher/CEO during the recruitment process of anything that affects their suitability for employment, including any relevant cautions, convictions or relevant orders that they are aware of, or they may have accrued during their employment, and/or they are charged with a criminal offence that would render them disqualified from working with children.

### **Single Central Record**

Our Single Central record will reflect that for all staff we have:

- an identity check;
- a barred list check;
- an enhanced DBS check;
- a prohibition from teaching check;
- further checks on people living or working outside the UK;
- a check of professional qualifications; and
- a check to establish the person's right to work in the UK

### **Volunteers / Visitors**

Where a parent or other volunteer helps on a one-off basis, or where there are one-off visits to the school by persons without a DBS check, he/she will only work/visit under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be required to have an enhanced DBS check.

### **Induction and Training**

All new staff (including volunteers) will receive basic child protection information and a copy of this policy. They will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. This will be refreshed annually. Designated Safeguarding Leads (DSLs) will hold a current L3 certificate which will be updated every two years.

### **Confidentiality**

All members of staff, will ensure that all data about pupils is handled in accordance with the requirements of the law and any national and local guidance. Staff who have access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection. Any member of staff can refer directly to Children's Social Care if they are concerned about a child.

### **Conduct of Staff**

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- Working alone with a child
- Physical interventions
- Cultural and gender stereotyping
- Dealing with sensitive information
- Giving to and receiving gifts from children and parents
- Contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
- Disclosing personal details inappropriately
- Meeting pupils outside school hours or school duties

## Physical Contact and Restraint

Members of staff may have to make physical interventions with children. Members of staff should only do this where:

- It is necessary to protect the child, or another person, from immediate danger, and
- Where the member of staff has received suitable training

## Allegations against members of staff

If anyone makes an allegation that any member of staff (including any volunteer or director) may have:

- Committed an offence against a child
- Placed a child at risk of significant harm or
- Behaved in a way that calls into question their suitability to work with children, the allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by the LA Safeguarding Children Board. The CEO / Executive Headteacher, rather than the designated member of staff will handle such allegations, unless the allegation is against the CEO / Executive Headteacher, when the nominated director for safeguarding, will handle the school's response and report this without delay to the Local Authority through the Local Authority Designated Officer (LADO)

## On site safety before and after school activities

Where the directors of St. Martin's Multi Academy Trust leases the school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

## Contributing to safeguarding children through the curriculum

We raise awareness of safeguarding children issues through safety education as part of the non-statutory framework for Personal, Social and Health Education (PSHE) and Personal and Emotional Development (PSED.) As part of developing a healthy safer lifestyle children will be taught to:

- Recognise different risks in different situations and then deciding how to behave responsibly.
- Judge what kind of physical contact is acceptable or unacceptable.
- Manage risk and make safer choices, including recognising when pressure from others (including people they know) threatens their personal safety and well-being.
- Develop effective ways of resisting pressures including knowing when and where to get help.
- Use assertiveness techniques to resist unhelpful pressure.
- Develop skills to cope with emergency situations.

## Children with Special Educational Needs and Disabilities

Directors of St. Martin's Multi Academy Trust recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. They recognise that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, extra pastoral support will be provided for children with SEND through the SENDCO and/or Pastoral Officer.

## Photographing / Videoing Children

We understand that parents like to take photos of or video their children during the school productions, sports days or presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash. Parents must not upload photographs or videos of children, other than their own, onto social networking sites.

All parents/ carers are asked to sign a media permission slip and we will not allow others to photograph or film pupils during a school activity without this permission. This includes Children Looked After. We will not allow images of pupils



to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

### **Online Safety**

Online safety encompasses **Internet technologies** and **electronic communications** such as mobile phones as well as collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience. Across the Multi Academy Trust we operate a secure firewall to protect our children from downloading or viewing unsuitable material. For further details, see the E-Safety Policy.

### **Peer on Peer Abuse**

Staff at St Martin's Multi Academy Trust recognise that children are capable of abusing their peers in many different ways. This includes physical abuse (hitting, kicking, shaking, biting hair pulling etc), cyber bullying, upskirting, sexual assault/harassment and sexting. Abuse of any sort will not be tolerated or passed off as 'banter', or 'part of growing up'. Staff who are made aware of peer on peer abuse should report this to the DSL. We respond to, and record incidents of peer on peer abuse, in line with locally agreed safeguarding procedures. Any victim will be supported by the procedures and processes of the internal 'referral system', including pastoral support. Sexual violence and sexual harassment will be addressed following part five of Keeping Children Safe in Education 2019 guidance. Where there has been a report of abuse of a sexual nature, the DSL will make an immediate risk and needs assessment.

We provide a preventative curriculum programme. This ensures that children are taught about safeguarding including how to stay safe online and building healthy and respectful relationships.

### **Cyber Bullying**

Cyber bullying is a form of bullying whereby an individual is the victim of harmful or offensive posting of information or images online. The school recognises that both staff and pupils may experience cyber bullying and will commit to preventing any instances that should occur.

The MAT will regularly educate staff, pupils and parents / carers on the importance of staying safe online, as well as being considerate to what they post online. Pupils will be educated about online safety through teaching and learning opportunities as part of a broad and balanced curriculum; this includes covering relevant issues within PSHE lessons as well as Relationship and Sex Education.

The MAT will commit to creating a learning and teaching environment which is free from harassment and bullying, ensuring the happiness of all members of staff and pupils. There is zero tolerance for cyber bullying, and any incidents will be treated with the upmost seriousness and will be dealt with in accordance with our Behaviour and Discipline Policy.

The Head of School / Headteacher will decide whether it is appropriate to notify the police of the action taken against a pupil.

### **Sexting**

Sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. Sexting does not include the sharing of sexual photos and videos of under 18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

If an incident involving 'sexting' comes to the attention of staff, they will:

- Report to the Designated Safeguarding Lead (DSL) immediately
- Never download or share the imagery
- If staff have already viewed the imagery by accident (eg. If a young person has showed it to them before they could ask them not to), report this to the DSL
- Not delete the imagery or ask the young person to delete it
- Not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers
- Not say or do anything to blame or shame any young people involved
- Explain to the person(s) that they will need to report it and reassure the child(ren) that they will receive support and help from the DSL

## **‘Child on Child’ Sexual Violence and Sexual Harassment**

Sexual violence can be described as: rape, assault by penetration and sexual assault. Sexual harassment can include: sexual comments, sexual ‘jokes’ or taunting, physical behaviour and online sexual harassment.

In responding to reports of sexual violence or harassment, ultimately any decisions are for the school to make on a case-by-case basis, using their professional judgement, supported by other agencies, such as children’s social care and the police as required.

When there has been a report of sexual violence, the DSL should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

If a referral is made to children’s social care, they will then make enquiries to determine whether any of the children involved are in need of protection or other services. If it is deemed appropriate, a report to the police will be made. Any report to the police will generally be in parallel with a referral to children’s social care.

### **Serious Violence**

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs

### **First Aid**

We have a First Aid Room and first aid kits which are located in prominent positions around the school. A number of staff are qualified to give first aid and most of the support staff have received basic paediatric first aid training. A list of first aiders can be found in the First Aid Room or in the Administration Office. When a child is unwell or has suffered an accident the following steps are taken:

- A trained first aider is immediately called to provide assistance
- The incident is electronically logged, with a copy given to the child
- The parent is notified of the incident as soon as necessary
- The Local Authority and Health and Safety Executive are notified where there is statutory duty to do so

### **Health & Safety**

The school has a Health & Safety Policy which follows the guidelines set out by Wolverhampton Local Authority. The Estates Manager oversees day to day health and safety issues and carries out termly checks. The director for Safeguarding carries out an annual check with the Estates Manager to ensure the buildings are safe and risk assessments have been carried out. They will also check that child protection and other safeguarding procedures are being followed. This is then reported to the directors of St. Martin’s Multi Academy Trust.

Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual risk assessment.

### **School Trips**

We have a trained Events Visits Co-ordinator at each school within the Multi Academy Trust who will carry out risk assessments and ensure all trips have relevant staffing levels and are attended by a trained Events Leader. All trips are authorised by the Head of School / Headteacher or Executive Headteacher, in cases of residential visits these are also approved by the directors of St. Martin’s Multi Academy Trust

### **Attendance**

Parents are expected to contact school on the first day of their child’s absence. If this is not done, the school will contact the parent once the registers have been closed. All schools within the Multi Academy Trust employ a Pastoral Officer who will follow up absences and report causes of concern to the Local Authority Educational Welfare Officer (EWO). Positive measures are in place to encourage children to attend regularly and punctually and the schools will exercise their rights to take legal action against parents who do not ensure good attendance and punctuality. Social Care will be informed if there is a child on the child protection register who has been absent for more than one day.

## Site Security

We aim to provide a safe, secure site in all schools within the MAT, but recognise that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules, which govern it. It is recognised that laxity can cause potential problems to safeguarding. Therefore, the school ensures that:

- Side gates are locked except at the start and end of each day.
- Doors are kept closed to prevent intrusion.
- Wherever possible, visitors and volunteers only enter through the main entrance
- All visitors must sign in and identification / DBS will be checked where appropriate
- Children are only allowed home with adults/carers with parental responsibility or confirmed permission has been received in advance.
- Empty classrooms have closed windows and doors
- Children are not allowed to leave school alone during school working hours and if collected by an adult, must be signed out.

## Safer Working Practices (Code of Conduct)

Our schools will comply with the Government Offices 'Guidance for Safer Working Practice for Adults Who Work with Children and Young People'. Safe working practice ensures that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way.
- Work with other colleagues where possible in situations open to question.
- Discuss and/or take advice from school management over any incident which may give rise to concern.
- Record any incident or decisions made.
- Apply the same professional standards regardless of gender, race, disability or sexuality.
- Be aware of confidentiality policy.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

## Behaviour, Discipline and Anti-bullying

We have high expectations of good behaviour. The Behaviour and Discipline Policy is expected to be adhered to by all pupils. This is shared with parents and is available on the school website. Although the emphasis is always on the positive, there are also times when children have to be disciplined in order to maintain the safety and security of all children. Rewards and sanctions are detailed in the policy and there is a Behaviour and Discipline chart displayed in all classrooms. Bullying is defined as 'a systematic and extended victimisation of a person or group by another or a group of others'. We will not tolerate bullying and we will act swiftly to combat it. More details are found in the Anti-bullying Policy which is available on the schools' websites.

The Multi Academy Trust policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or perceived differences are more susceptible to being bullied / victims of child abuse.

## Equality and Racial Tolerance

The Multi Academy Trust has a single equality policy which includes racial tolerance. This includes information about what the school will do to ensure incidents are dealt with and what action is taken to minimise and prevent them. Racism is tackled both in the RE and PSHE curriculum, where children are encouraged to take part in discussions designed to raise awareness and address prejudices.

## Whistleblowing

The school follows the Local Authority's policy on whistleblowing and a copy of the Whistleblowing Policy is available on the Multi Academy Trust's website.

If members of staff, volunteers or governors have any concerns about people working in a paid or unpaid capacity with children, they have a duty of care (and in some cases a professional duty) to inform management accordingly. This can be done in writing or verbally and such issues will be managed with sensitivity and the necessary degree of confidence. You may also contact the NSPCC Whistleblowing Helpline on 0800 0280285 for advice and support.

## SAFEGUARDING / CHILD PROTECTION PROCEDURES

### What to do if you have any concerns (nagging doubts) regarding a child:

Sometimes, things which seem to be insignificant or trivial at the time turn out to be vital pieces of information later:

- Any member of staff who has a concern or nagging doubt about a child, even if there has been no specific incident, should log their concern on CPOMS notifying the relevant staff.
- If the member of staff deems the concern to be high priority, this should be indicated as a disclosure on CPOMS and the DSLs notified. Wherever possible, the member of staff should speak to a DSL to inform them that a disclosure has been logged.
- A referral meeting, with the Executive Headteacher, a DSL teacher, SENDCo and Pastoral Officer from each school will take place each week where all referrals logged on CPOMS will be discussed and a decision made as to the best course of action for the child.
- This action will then be logged on CPOMS against the recorded incident, which will alert the member of staff who raised the initial concern.

### What to do if you suspect a child is being abused:

- If a member of staff considers the child to be in immediate danger or risk (serious child protection issue) then the logged incident should be classified as **disclosure** on CPOMS and the DSL notified. Wherever possible, the member of staff who has logged the incident should speak to a DSL to inform them that a disclosure has been recorded.
- The member of staff making the referral will be asked to complete a detailed record of the concern. **This must be made as soon as possible, and certainly within 24 hours of the incident giving rise to the concern.** (*This is important, in case the notes are needed for submission to court*)

### What to do if a child makes an allegation (disclosure) to you

A child may confide to any member of staff and they don't always go to teachers. Staff to whom an allegation is made should remember:

- Yours is a listening role, do not interrupt the child if he or she is freely recalling significant events. Any questions that may be needed to clarify what the child is saying should be framed in an open manner and not lead the child in any way.
- Report the incident orally to the DSL immediately.
- Record the discussion on CPOMS, as soon as is reasonably practicable (but within 24 hours) notifying the DSL. The record should record the time, date, place and people who were present as well as what was said — this may be used in any subsequent court proceedings.
- Do not give undertakings of absolute confidentiality. Always inform the child that you will need to tell the DSL.
- Most importantly, inform the DSL and record your concern on CPOMS. Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to the assessment or implementing child protection plans.

***All staff may raise concerns directly with children's social care.***

### Early Help

If a referral is made to Social Care and a decision is made that no formal assessment is required, the DSL may consider an Early Help Assessment in order to access universal services to support the child/family. If Early Help is appropriate the child will be monitored closely and a re-referral to social care will be completed if the child's situation does not appear to be improving.

### Guidance on allegations against staff

- Child abuse may be physical, sexual or psychological. Whilst child abusers may be relatives or friends of the family, some meet children in other contexts.
- A small minority of these may try to gain access to children in schools as teachers, support staff or through voluntary involvement in school activities.
- Pupils should not feel inhibited from reporting abuse against them by staff or volunteers.
- Any incident where a pupil has grounds to believe that a member of staff has crossed the boundary of acceptable behaviour should be reported.
- Handling allegations, particularly serious ones, is a complex and delicate process. All allegations need to be taken seriously.
- Allegations regarding members of staff MUST be reported to the DSL immediately. The DSL will then follow the appropriate procedures with the LA officers, Police and Child Protection agency.
- If the allegation is against a DSL, then the member of staff must report this to another DSL immediately, who will follow the same appropriate procedures.

- School will immediately refer to the DBS anyone who has harmed or poses a risk of harm to a child.

### **When and how to keep notes and records**

If a child has disclosed information to you then, after discussion with the DSL, a disclosure must be recorded on CPOMS.

If it is decided that the child/family will be monitored, then all incidents/concerns must be logged factually.

All reports must contain the following: (the child's and member of staff's details will be inserted automatically through CPOMS)

- Date of the incident
- Date and time of the record being made
- A factual account of what happened, and the location where the incident took place (include the actual words spoken by the child where possible)
- A note of any other people involved e.g. as witnesses
- Action taken, and any future plans e.g. monitor and review
- The source of the information should be identified e.g. 'Mrs Bell, a midday supervisor, informed me that....' Or 'I saw John in the playground at break time...'
- Information should be factual or based on fact. Record what you saw, heard etc. and try not to be vague or woolly (e.g. 'Jenny was crying and rocking' rather than 'Jenny was upset').
- Opinion is acceptable provided that you can give some justification for holding it (e.g. 'Sam ran and hid under the table when his mother arrived to take him home, and clung to me when I tried to get him out. He appeared to be frightened.')
- Make a note of what you have done with the information (e.g. 'I consulted the Headteacher, Mr Wilson, and he said he would...')
- Try to avoid specialist jargon (e.g. 'he is on SEN. stage 3') which someone from another agency would not necessarily understand.

### **The Keeping of Information**

All information regarding a child is logged and stored on CPOMS. This includes a child's individual Child Protection detailed information such as reports, notes and correspondence. Files on extended family members are cross-referenced within CPOMS. Only DSLs have access to this information.

### **Who should have access to child protection information?**

Access to the information on file will be on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family will be respected as far as possible, but the welfare of the child is paramount. It would be unlikely that every member of staff needs to know the details of a case. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case. All information will be shared with Social Care and/or Police and Health, as appropriate, where there is concern that a child is at risk of significant harm.

Child protection information should not ordinarily be shared with agencies other than these statutory agencies e.g. information should not be released to solicitors etc. Where such a request is made, the school will seek the advice of the LA legal department.

### **How long should information be kept?**

The Local Authority and Social Care Department will keep information about the child for many years, so anything reported to Social Care and copied to Education will still be available. The school will not keep a copy of material sent to a new school unless, at the discretion of the designated teacher, there are exceptional reasons for doing so.

### **Procedures when a child leaves the school**

If the child is moving to another school, the complete child protection file will be sent, under separate cover from the regular school file, to the Headteacher of the receiving school and marked 'Confidential, Addressee Only'. If the file is to be posted it will be sent by recorded delivery. If it is hand delivered a signed receipt will be obtained. Wherever possible, the file will be transferred vis CPOMS.

If there are concerns about a child who is not on the child protection register, child protection information should be shared. Serious concerns should already have been shared with Social Care, who will make arrangements to hand over to another Social Care team where necessary.

If there are concerns about a child who has never been registered, child protection information can be shared at the discretion of the designated teacher. All relevant information, including nagging doubts, should be shared.

If a child leaves the school and there is no forwarding address or name of the new school, but there are current child protection concerns, the duty social worker / EWO will be contacted.

## Sharing Information with Other Agencies

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about the sharing of information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Conversations between designated personnel at different schools (e.g. sharing concerns or asking for information about sibling groups) are perfectly acceptable. **Any** relevant child protection information coming to light from external agencies will be carefully logged.

Child protection information is confidential and **is not kept in the child's school file**. Wherever possible, information is stored electronically, where it is paper based, a separate filing system is in place. This filing system is kept in a secure office. Parents do not have automatic access to the child protection file. However, it would be best practice to share all information held unless there is a valid reason to withhold it.

## IDENTIFYING SIGNS OF ABUSE

### Categories of Abuse

Abuse is a form of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. They may be abused by an adult or adults or by another child or children. Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Definitions of abuse may be of limited help where signs are inconclusive. The following categories list some indications of types of symptoms / signs that may occur in cases of abuse.

### Physical Abuse

This may involve non-accidental injuries such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child causing severe and persistent adverse effects on the child's emotional development, often by making them feel they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened. It may also involve seeing or hearing the ill-treatment of another.

### Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or oral sex) or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways

The Internet is being used as a tool in the distribution of child pornography. Some adults use the Internet to establish contact with children with a view to 'grooming' them for inappropriate or abusive relationships.

### Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs.

Some concerns are more appropriately seen as 'children in need'. With parental agreement, referral may be made for services and support on a voluntary basis. Prevention of abuse is always preferable to waiting for a more serious incident. Domestic violence may be in the form of physical or emotional abuse or a combination of both. Children may suffer blows, often unintentional, during episodes of violence. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children. Both the physical assaults and psychological abuse suffered by adult victims who experience domestic violence can have a negative impact on their ability to look after their children. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children, particularly when it is routed through children. Children can see school as a safe retreat from problems at home or alternatively feel the need to not attend school through a perceived need for them to be at home to protect abused parents or siblings.

### Fabricated/Induced Illness (FII)

Fabricated/induced illness (FII) occurs when a child is presented for medical attention with signs or symptoms which have been fabricated/induced by the child's parent/carer. FII includes:

- Fabrication of signs and symptoms of illness, including fabrication of a child's medical history
- Fabrication and falsification of medical records, letters and test results

- Deliberately inducing illness in the child

Although symptoms may not be visible in a school context, our robust internal referral system encourages staff to notify all concerns which may include symptoms of FII.

### **Child Sexual Exploitation**

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

### **Honour Based Violence**

So-called 'honour based' violence encompasses crimes which have been committed to protect or defend the honour of a family and/or community, including Female Genital Mutilation, forced marriage and practices such as breast ironing. All forms of honour based violence are abuse and should be handled as such. Staff need to be alert to the possibility of a child being at risk of honour based violence or having already suffered it. If in any doubt staff should speak to the DSL.

### **Female Genital Mutilation**

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, could include: behaviour change on return from a holiday abroad, complaining about pain between the legs, reluctance to take part in physical activity or bladder problems.

Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty on that individual to report it to the police.

### **Forced Marriage**

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

Contact information for Forced Marriage Unit:

[fmufco.gov.uk](mailto:fmufco.gov.uk)

Tel: 020 7008 0151

Monday to Friday, 9am – 5pm

Out of hours: 020 7008 1500 (ask for the Global Response Centre)

### **Breast Ironing/Flattening**

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (ranging from a few weeks to years) in order for the breasts to disappear or delay the development of the breasts entirely. In some families, large stones, a hammer or spatula that have been heated over hot coals can be used to compress the breast tissue. Other families may opt to use an elastic belt or binder to press the breasts to prevent them from growing. Breast flattening usually starts with the first signs of puberty, it is usually carried out by female relatives.

It should also be acknowledged that some adolescent girls and boys may choose to bind their breast using constrictive material due to gender transformation or questioning their identity, and this may also cause health problems.

Due to the type of instruments that may be used, the type of force and the lack of aftercare, significant health and developmental issues may occur, such as:

- Severe Pain
- Fever
- Dissymmetry or disappearance of breast/s
- Itching

- Tissue damage
- Infection
- Discharge of milk
- Breast cancer
- Abscesses or cysts
- There may also be an impact on the child's social and psychological well-being

In many cases, the abuser thinks they are doing something good for the girl by delaying the effects of puberty and the practice is designed to:

- prevent pregnancy and rape
- make teenage girls look less "womanly" and no-longer sexually attractive to men.
- enable the girl to continue her education
- prevent dishonour being brought upon the family if the girl begins sexual relations outside of marriage
- prevent early marriage
- deter unwanted attention

There has not been extensive research done on breast flattening and the few studies that have been carried out indicate that the practice occurs predominantly in Cameroon. Other countries include: Togo, Chad, Kenya, Guinea Bissau, South Africa, Cote d'Ivoire, Benin and Zimbabwe.

Signs that a girl could be at risk

- A girl is embarrassed about her body
- A girl is born to a woman who has undergone breast flattening
- A girl has an older sibling or cousin who has undergone breast flattening • References to breast flattening in conversation, for example a girl may tell other children about it
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
- A girl from an affected community is withdrawn from PSHE and/or Sex and Relationship Education as her parents wish to keep her uninformed about her rights and her body.
- One of both parents or elder family members consider breast flattening integral to their cultural identity.
- The family indicate that there are strong levels of influence held by elders who are involved in bringing up female children and support breast flattening.

As well as keeping in mind the signs that indicate a girl may be at risk of breast flattening, professionals and others should be mindful that:

- A girl may disclose to a teacher, social worker, GP or another medical professional
- Some girls may ask for help, perhaps talk about pain or discomfort in their chest area, but may not be explicit about the problem due to embarrassment or fear
- A girl may display reluctance to undergo medical examination
- A girl may be fearful of changing for physical activities due to scars showing or bandages being visible

### **Radicalisation**

St. Martin's Multi Academy Trust recognises its safeguarding responsibilities under the Prevent Programme and will follow the Channel Guidance where it is believed that a vulnerable person / people are being drawn into terrorism.

Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Channel assess vulnerability of individuals using a consistently applied vulnerability assessment framework built around three dimensions. The three dimensions are:

- Engagement with a group, cause or ideology;
- Intent to cause harm;
- Capability to cause harm

The dimensions are considered separately as experience has shown that it is possible to be engaged without intending to cause harm and that it is possible to intend to cause harm without being particularly engaged. Experience has also shown that it is possible to desist (stop intending to cause harm) without fully disengaging (remaining sympathetic to the cause); though losing sympathy with the cause (disengaging) will invariably result in desistance (loss of intent).



The three dimensions are assessed by considering 22 factors that can contribute to vulnerability. These factors taken together form a rounded view of the vulnerability of an individual that will inform decisions on whether an individual needs support and what kind of support package may be appropriate.

These factors can also be added to and are not considered an exhaustive list. By undertaking regular vulnerability assessments the progress that is being made in supporting an individual can be tracked through changes in the assessment. Completing a full assessment for all 22 factors requires thorough knowledge of the individual that may not be available at the point of the initial referral. However, there are a number of behaviours and other indicators that may indicate the presence of these factors.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others.

Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:

- having a history of violence;
- being criminally versatile and using criminal networks to support extremist goals;
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

### **Child Missing from Education**

A child missing from education is a potential indicator of abuse or neglect. The schools within the Multi Academy Trust place pupils on the admission register at the beginning of the first day on which it has been agreed that the pupil will attend the school. If the pupil fails to attend on the agreed date the Local Authority will be informed. The Local Authority is also informed when a pupil's name is to be removed from the register. This will be as soon as the ground for deletion so is met and no later than the time at which the pupil's name is deleted from the register. School will inform the LA of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Where reasonably possible, school will hold more than one emergency contact number for each pupil. This is so that additional options are in place to make contact with a responsible adult when a child is missing from education and/or is identified as a safeguarding concern.

### **County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and

- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Our school will use the age appropriate guides to support children, 5-11-year olds and 12-17 year olds. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. Our school will use the Ministry of Justice online child arrangements information tool to support this process and will make this information available to parents and carers if they require our assistance.

### **Domestic Abuse**

Domestic violence and abuse are:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

We will make use of the advice and links available in Keeping Children Safe in Education (Annex A) to identify children who are affected by domestic abuse and how they can be helped.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. When required our designated safeguarding lead will obtain contact details and know referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and will not, replace a referral into children's social care where a child has been harmed or is at risk of harm. We will consider homelessness in the context of children who live with their families, and intervention will be on that basis.

### **Private Fostering**

Private fostering is when a child under the age of 16 is cared for by someone who is not their parent or a 'close relative' for a period of 28 days or more. This is a private arrangement between the parent and carer. If member of staff believes that a child may be in a private fostering arrangement they will inform the DSL. The Local Authority will then be informed so that they can check that the arrangement is suitable and safe for the child.

### **Recognising Signs of Abuse**

Because of their day to day contact with individual children, teachers and other staff in the education service are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop.

Bruises, lacerations and burns may be apparent, particularly when children change their clothes for physical education and sports activities.

Possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger or apparently deficient nutrition, and of emotional abuse, such as excessive dependence or attention-seeking, may be noticeable.

Sexual abuse may exhibit physical signs, or lead to a substantial behavioural change including precocity or withdrawal.

These signs and others can do no more than give rise to suspicion - they are not in themselves proof that abuse has occurred. But teachers should be alert to all such signs.

### **Physical contact**

Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well intentioned gestures such as putting a hand on a shoulder, can, if repeated regularly, lead to serious questions being raised.

As a general principle staff must not make physical contact with their pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils. Teachers and other staff do have however have the right to use reasonable physical force to restrain pupils in certain circumstances.

Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this both to protect their own position and the overall reputation of the school.

### **Where physical contact may be acceptable**

There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time.

Where a member of staff has particular concern about the need to provide this type of care and reassurance they should seek the advice of the Headteacher / Head of School.

There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. Where an employee has taken action to physically restrain a pupil they should make a written report of the incident in the form prescribed by the school's policy on restraint.

### **Private meetings**

Staff and volunteers should be aware that private meetings with individual pupils may give rise to concern. There will be occasions when a confidential interview or a one to one meeting is necessary. Such interviews should be conducted in a room with visual access or an area which is likely to be frequented by other people. Another pupil or adult should be present or nearby. Where such conditions cannot apply, staff should ensure that another adult knows that the interview is taking place.

Meetings with pupils away from the school premises should only be arranged with the specified approval of the Headteacher / Head of School and the prior permission of the pupils parents.

### **Good practice on the use of photographs and video images for school publicity**

Fact.....It's not illegal to take photographs of children in schools, but photographs and video images of pupils and staff are classed as personal data under the terms of the Data Protection Act 1998.

Therefore using such images for school publicity purposes will require the consent of either the individual concerned or in the case of pupils, their legal guardians. Across the Multi Academy Trust we will not display images of pupils or staff 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.

### **A note for staff**

If the photograph is used, avoid naming the pupil.

If the pupil is named, avoid using their photograph.

### **Overview for Teachers and other Staff**

If a child tells you they have been abused:

- Yours is a listening role, do not interrupt the child if he or she is freely recalling significant events. If questions are needed to clarify understanding, they should be framed in an open manner in order to not lead the child in any way.
- You must report orally to the DSL immediately
- Record the discussion on CPOMS, as soon as is reasonably practicable (but within 24 hours) and inform the DSL. The disclosure should record the time, date, place and people who were present as well as what was said.
- Remember, your record of the discussion may need to be used in any subsequent court proceedings.

### **Things we tell the children that they should know if someone is hurting them or their friends:**

- We believe in keeping you safe. Everyone in your school will help you to feel safe, and we will help you.
- It's not your fault - whoever's hurting you or your friends is to blame.
- You all have a right to be safe.
- You don't have to keep a secret about being hurt.
- You don't have to deal with this on your own.
- Tell someone you can trust about what's happening. Your friends, parents, teachers or family may be able to help you.
- There are the teachers in this school who have special responsibility for helping you if someone's hurting you or your friends.

**Do not give undertakings of absolute confidentiality.**

Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

**Approved by Directors on: 20<sup>th</sup> March 2020**