

BIRCHFIELD SCHOOL

SAFEGUARDING/CHILD PROTECTION POLICY (Including EYFS)



Headmaster: Mr P. H. Reynolds

Named personnel with designated responsibility for Safeguarding

Academic Year	Whole School Designated Safeguarding Lead (Inc EYFS)	Whole School Deputy Designated Safeguarding Lead (Inc EYFS) Prevent Duty Lead	Nominated Prevent and Safeguarding Governor Including EYFS.	Chair of Governors
2017-2018	Mr N Paget Academic Deputy	Mrs A Jones	Mrs L Statham	Mrs T Carver

Policy Review Dates

Review Date	Changes made	By whom	Date shared with employee
Jan 2018	Update Policy including DDSL details	PR, JJ, NP, DB, Governor	Employee meeting

Dates of employee training and details of course title and training provider

Whole School/Individual employee	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
Sept/Oct 2014 EDUCARE Child Protection in Education Oct 2015 EDUCARE - The Prevent Duty	Nov 2014 EDUCARE Child Protection in Education	Sept/Oct 2014 EDUCARE Child Protection in Education Educare Child Protection Level 3	EDUCARE Safeguarding Children A Guide for Governors of Independent Schools
September 5 th 2017	Feb 2017	January 2018	27/08/17
Shropshire's Safeguarding Children Board (SSCB) Child Protection Awareness Training Caroline Ewells by SSCB.	Designated Safeguarding Lead's Course Shropshire.		Shropshire's Safeguarding Children Board (SSCB) Child Protection Awareness Training September 5 th 2017

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Introduction

This policy refers to current statutory guidance and other national guidance.

- i) The Childrens Act 1989
- ii) Working Together to Safeguard Children (Inter-agency working) 2015(amended Feb 2017)
- iii) Sections 157 of the Education Act 2002 implemented June 2004
- iv) ‘Keeping Children safe in Education’ issued by DfE 2016
- v) Disqualification under the Childcare Act 2006 (by association)
- vi) ‘Prevent’ Counter-Terrorism and Security Act 2015
- vii) “The Early Years Foundation Stage: Statutory Framework 2017”
- viii) Prevent Duty for England and Wales (July 2015)
- ix) The Prevent Duty: departmental Advice for Schools and childminders (June 2015)
- x) The use on social media for on-line radicalisation (July 2015)
- xi) ‘Mental Health and Behaviour in Schools’ (March 2015)
- xii) ‘Counselling in Schools: a blueprint for the future’ (March 2015)

It is in line with Shropshire Safeguarding Children Board (SSCB) Safeguarding Procedures www.safeguardingchildren.co.uk, ‘Working Together to Safeguard Children’ (Inter-agency working)2015 and ‘What To Do if you are Worried a Child is Being Abused’ (March 2015).

This policy applies to all adults working in or on behalf of the School

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings, and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at School'

All staff should adhere to the School policy entitled "Child Protection – Interaction with Pupils A Model Code of Conduct for Staff" which contains acceptable use of technologies, staff/pupil relationships and communications, the use of social media, and whistleblowing.

Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interest of the child. The policy is reviewed annually and staff and volunteers at the School have recorded that they have seen and understood their respective responsibilities within this policy.

School Commitment/Statement of Intent

Birchfield School is committed to Safeguarding and Promoting the Welfare of children who are pupils at the School in compliance with DfE Guidance "Working Together to Safeguard Children and Keeping Children Safe in Education". Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs or those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at School, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

The safety and well being of all our pupils at Birchfield School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other.

The Designated Safeguarding Lead takes lead responsibility for safeguarding children within the EYFS setting and is responsible for liaising with the local statutory children's agencies. All aspects of this policy for employees of the School and pupils applies to the Early Years setting.

Birchfield School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the School. Copies of this policy, together with our other policies relating to issues of child protection, are on our website and are also available in hard copy from the School Office. We hope that parents and guardians will always feel able to take up any issues or worries that they may have with the School. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy.

The Board of Governors agrees the policy, where the ultimate responsibility for agreeing the policy and monitoring compliance lies.

Providing a Safe and Supportive Environment

1. Safe Recruitment and Selection

Birchfield School follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. This is detailed in a separate Recruitment and Selection of Staff policy. In addition to carrying out safe recruitment procedures as set out in the DfE's guidance 'Keeping Children Safe in Education', members of the teaching and non-teaching staff at the School including part-time and supply staff, visiting staff, such as musicians and sports coaches, are subject to the necessary statutory child protection checks before starting work. All staff involved with the EYFS setting are required to complete an annual declaration of staff suitability which includes Disqualification by Association. All governors and volunteers working regularly during term-time are also subject to the relevant statutory checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils at school or on another site. Our policies are reviewed by governors annually.

All recruitment materials will include reference to the School's commitment to safeguarding and promoting the welfare of its pupils. **Regular policy review is carried out by the Governors.**

2. Safe Practice.

Safe working practice requires that all pupils are safe and that all employees of the School adhere to the Code of Conduct for Staff Policy which stipulates that 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;
- discuss and/or take advice from School management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;

- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

The School works with the Stay Safe Team and appropriate partner agencies proactively to safeguard pupils.

(In line with Telford and Wrekin Safeguarding Children Board Safeguarding Procedures.)

On-line Safety - are safeguarded from potentially harmful and inappropriate online material. Appropriate filters and appropriate monitoring systems are in place. Staff carry out online training in regard to e-safety and its relevance to safeguarding. E-safety is a central theme within the IT curriculum and is also covered in PSHEE. More details are covered within the Internet access agreement sign by parent and pupils each year.

Use of School Cameras/ Mobile Phones – Photographs will only be taken of children with their parents' permission (provided in writing via consent form). Staff should not use personal mobile phones to take photographs of pupils. A School camera is available for staff use to take photographs. Photos taken on staff iPads should be regularly uploaded to a central designated drive, where they will be monitored and not left on the device. Photos cannot be used or passed on outside the school.

Staff Behaviour Code and Acceptable technologies and – Details of standards of staff conduct and the use of acceptable technologies are detailed in the school policy titled Interaction with Pupil – A Model Code of Conduct for Staff.

3. Safeguarding Information for Pupils

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the School. We expect all staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy.

Time is allocated in PSHEE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RS lessons are used to promote tolerance and mutual respect and understanding. This is supplemented by material from appropriate charities and agencies eg. Childline and NSPCC. The School makes arrangements for talks to be given by the

local NSPCC co-ordinator (Mr G Hartley) to the different age groups of children in the School appropriate to their level of understanding of Keeping Safe.

All pupils know that there are adults to whom they can turn to if they are worried, including the School's nominated Independent Person (the Vicar of St Mary's Albrighton) and the School Nurse. If the School has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- All pupils have access to a telephone helpline enabling them to call for support in private.
- Every child has a homework diary which contains guidance on where to turn for advice, including the confidential help line for ChildLine.
- There are posters throughout the School displaying advice on where pupils can seek help.
- We operate a peer counselling scheme whereby trained older pupils are encouraged to offer advice and support to younger pupils.
- We provide leadership training to our Head Boy/Girl and the Status Team of senior pupils which specifically covers child protection issues and the importance of offering support and assistance to younger and to vulnerable pupils.
- We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the school's guidelines in this area. For more details on cyber-bullying please refer to the School's anti-bullying policy.
- The School's arrangements for consulting with and listening to pupils are through the Form Teacher and Academic tutor time, weekly House Meetings and PSHEE programme.

4. Equal Treatment

The School is committed to equal treatment for all, regardless of an individual's race, ethnicity, sex, SEND needs, religion, sexual orientation or social background. We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self esteem and safety of each pupil.

5. Radicalisation

Protecting children from radicalisation - Identifying vulnerable individuals who may be susceptible to radicalisation (from Channel Duty Guidance) There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti social behaviour, family tensions, race/hate crime, lack of self esteem or identity and personal or political grievances.

Our school promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. The School promotes community cohesion and safeguards against biased or unbalanced teaching and the promotion of partisan political views; and ensures that when political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.

Visiting Speakers

In regard to visiting speakers the School has a separate policy.

6. Bullying

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the employees and the School. Any kind of bullying is unacceptable and we strictly adhere to the legal threshold for making a referral.

7. Complaints

Any complaint arising from the implementation of this policy will be considered under the School's complaints procedure which is accessible on the School's website. A copy can be sent to any parent on request.

8. Partnership with Parents.

The School shares a purpose with parents to keep pupils safe from harm and to have their welfare promoted.

The School is committed to working with parents/guardians positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child as required by law.

The School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the Headmaster or, in the absence of the Headmaster, the Deputy Head, the Head of Pre-Prep or the School Nurse.

We make parents aware of our policy and guidance through the School's website, prospectus and Parents' Handbook. Copies of this policy, together with our other policies relating to issues of safeguarding are on our website. We will never ignore an allegation of child abuse and will always investigate any concerns in accordance with the policy. Open communications are essential.

9. School Training and Staff Induction

The School's senior member of staff with designated responsibility for safeguarding undertakes basic safeguarding training and training in inter-agency working and refresher training at 2 yearly intervals (contact Tracey Bowen, Inter-Agency Safeguarding Training Administrator, tel: 01743 254370 for details). The Headmaster and all other School employees, including non-teaching employees, undertake appropriate training to equip them to carry out their responsibilities including training covering Prevent and radicalisation for safeguarding effectively, which is kept up to date by refresher training at 3 yearly intervals.

All staff (including temporary employees and volunteers) are provided with the School's Safeguarding policy and informed of School's safeguarding arrangements on induction. They are told the name of the DSL and Prevent Lead and that they are given the whistle blowing policy. Part 1 of KCSIE and Annexe A has to be read by staff each time a new version comes out. This is in addition to the policy for Induction for New Employees, Governors and Volunteers in Safeguarding, the policy on Interaction with Pupils: Model Code of Conduct for Employees and a copy of Part 1 of KSCiE and Annexe A, have to be read by all staff who work with children. Discussion of the procedures set out in these documents forms a vital part our induction procedures. Any updates given to staff either by e-mail or in staff meetings are minuted and kept in a file for this purpose.

On-line training is carried with staff using an online Educare training module, "Child Exploitation and Online Safety for Education"

Informal updates from the local safeguarding board and the DfE are disseminated to staff by the DSL as and when appropriate. These updates are readily available from Gov.uk website.

10. Support, Advice and Guidance for Staff.

Staff will be supported by the Headmaster and in their absence by the Deputy Head. The Designated Safeguarding Lead, Mr N Paget, will be supported by the Headmaster, the Chairman of the Governors and the nominated Governor for Safeguarding, Mrs L Statham.

Advice for employees on safeguarding issues relating to pupils should be sought from the Designated Safeguarding Lead. If an employee is concerned about themselves or the actions of another employee or third party, advice can be sought from either the Designated Safeguarding Lead or, if not appropriate, the Headmaster.

Guidance can be obtained from the Designated Safeguarding Lead or the Headmaster and, if these are not appropriate, from the Chairman of the Governors.

Contacts:

STAY SAFE TEAM

Mount McKinley Building
Anchorage Avenue
Shrewsbury Business Park
Shrewsbury SY2 6LG

Shropshire Safeguarding Children Board

Telford and Wrekin – David Taylor, Chair of SSCB, Children and Young People's Services Directorate, Shropshire Council, The Guildhall, Shrewsbury SY3 8HQ

Tel : 01952 385700

Out of Hours Tel : 01952 676500

Early Help **0345 6789 021**

www.shropshire.gov.uk/early-help

Staffordshire – Safeguarding Children's Board Admin Team, Wedgwood Building, Tipping Street, Staffordshire ST16 2DH

Tel : 01785 277151

Wolverhampton – Jennie Lee Centre, Wednesfield, Wolverhampton

www.wscb@wolverhampton.gov.uk

Tel : 01902 555288

Public Protection Unit (West Mercia Police)

0300 333 3000

ISA Team : 01743 254293 (www:isa@shropshire.gov.uk)

NSPCC : 0800 800 5000

Local Authority Designated Officer : Anna Molesdale Tel : 0345 6789021

NSPCC Whistleblowing Helpline 0800 028 0285

West Mercia Prevent Team

DS Phillip Colley

01386 591835

DC Jamma Greenow

01386 591825

DC Gary Shephard

01386 591816

PC Manjit Sidhu

01386 591815

The Prevent Team email is:

prevent@warwickshireandwestmercia.pnn.police.uk

11. Related School Policies.

Safeguarding covers more than the contribution made to safeguarding in relation to individual children. It also encompasses issues such as pupil health and safety and bullying as well as a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, School security, computer policy, data protection, confidentiality, complaints procedure, recruitment policy, employee induction policy, minibus policy, out of School visits; absence, unauthorised absence and registers, positive behaviour management, rewards and sanctions, risk assessments, employee discipline, conduct and grievance procedures; sex education, Learning Enhancement policy, PSHEE policy and schemes of work include lessons on keeping safe and recognising behaviour that is not acceptable. A Model Code of Conduct for Staff

12. Pupil Information.

In order to keep children safe and provide appropriate care for them the School requires accurate and up to date information regarding

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Any relevant Court Orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has been on the Safeguarding Register
- Any other factors which may impact on the safety and welfare of the child.

The School will collate, store and agree access to this information. These records will be kept in a secure, confidential file, separate from the child's academic records. It is important to recognise that regulations published in 1989 do not authorise or require disclosure to parents of any written information relating to a child's protection, although preferred practice is for parents to be informed where it does not compromise the safety of the child or related to sexual abuse.

13. Roles and Responsibilities/Raising Awareness

Governing Body

- Governors should approve the DSL's job description detailing the key activities.
- Governors should ensure the DSL has sufficient time to carry out his duties.
- Ensures the School has effective policies and procedures in place and monitors the School's compliance with them.
- Ensures that the School's curriculum and PSHEE curriculum includes age appropriate education on safeguarding issues.
- Ensures that there is a designated member of staff to take lead responsibility for safeguarding (and deputy)
- Ensures that employees undertake appropriate training and understand the School's Safeguarding Policy.
- Remedies, without delay, any deficiencies or weaknesses regarding safeguarding arrangements
- Nominates a governor to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the Headmaster.
- Seeks assurance that, where services or activities are provided on the School premises by another body, the body concerned has appropriated policies and procedures in place with regard to safeguarding children and safeguarding and liaises with the School on these matters where appropriate
- Reviews its policies and procedures on Safeguarding annually and also of the efficiency with which related duties have been discharged. This will include a test of the procedures with the DSL by the nominated Governor who will then report the findings to the Chairman and at a meeting of the Board.

Headmaster

- Ensures that the policies and procedures adopted by the Governing Body are fully implemented and followed by all employees.
- Ensures that sufficient resources and time are allocated to enable the designated person and other employees to discharge their responsibilities.
- Ensures that all new employees of the School and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Designated Safeguarding Lead

- Raises Safeguarding awareness across the whole School

- Ensures that all employees have access to and understand the School's safeguarding policy
- Ensures that all employees have induction training
- Keeps detailed accurate secure records which are separated from routine pupil records
- Maintains contacts with external agencies. Attends appropriate training and refresher training on safeguarding every two years
- Ensures the safeguarding policy is updated and reviewed annually and works with the governing body regarding this
- Ensures parents have access to the School's safeguarding policy
- Ensures that, where children permanently leave the School, their safeguarding file is copied and promptly transferred, separately from the main pupil file.

All employees and volunteers

- Fully comply with the School's policies and procedures
- Attend appropriate training and refresher training at least annually.
- Inform the designated person of any concerns relating to safeguarding.

People employed by other organisations working with the School's pupils on another site

- As part of the risk assessment required when visiting another site, the appropriate organising member of staff will obtain the appropriate safeguarding checks and assurances of their child protection procedures from the site or organisation.

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other employees in School may need to observe any physical, emotional or behavioural signs which could give rise to concerns that a child may be suffering significant harm or abuse. The relationships between employees, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or School employee being alerted to concerns. Children with special educational needs and disabilities can face greater safeguarding challenges and due consideration should be given to this.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Types of Abuse and Neglect (as described in Keeping Children Safe in Education September 2016)

Abuse:- form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by 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 others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Staff should be vigilant and remain sensitive to any of the following ‘signs or symptoms that a child is presenting known to be indicators of abuse:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Staff should be vigilant and remain sensitive to any of the following ‘signs or symptoms’, that a child is presenting, known to be indicators of Physical abuse:

- Children who don’t want to change clothes in front of others or participate in physical activities;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don’t want to change clothes in front of others or participate in physical activities;
- Children who are reluctant to go home after school;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away;
- Children who shy away from being touched or flinch at sudden movements.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Staff should be vigilant and remain sensitive to any of the following ‘signs or symptoms’, that a child is presenting, known to be indicators of Emotional abuse:

- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who are reluctant to go home after school;
- Children who talk about running away;

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children

in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Staff should be vigilant and remain sensitive to any of the following ‘signs or symptoms’, that a child is presenting, known to be indicators of Sexual abuse:

- Children who don’t want to change clothes in front of others or participate in physical activities;
- Children who are reluctant to go home after school;
- Children who are concerned for younger siblings without explaining why;
- Children who shy away from being touched or flinch at sudden movements.
- Children who talk about running away;

Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Staff should be vigilant and remain sensitive to any of the following ‘signs or symptoms’, that a child is presenting, known to be indicators of Neglect:

- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Parents who are dismissive and non-responsive to practitioners’ concerns;

Female genital mutilation (FGM): FGM is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence and it is mandatory for staff to report to police any cases they discover. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

Child sexual exploitation (CSE) as defined in the DfE publication, 'Child Sexual Exploitation Feb 2107': Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Children missing from Education': Pupils missing from school should be regarded as a high risk category. The School will notify the local authority when a non standard pupil transition takes place.

Radicalisation: The risk of radicalisation can develop over time and may relate to a number of factors in the child's life. Identifying the risks require practitioners to exercise their professional judgement and to seek further advice as necessary. The risk may be combined with other vulnerabilities or may be the only risk identified

Honour Based Violence: A child who is at risk of honour based violence is at significant risk of physical harm and/or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member.

Peer to Peer abuse to include: sexting, 'Banter', sexual assaults between young people and gender based issues. Any kind of bullying is unacceptable and the legal threshold for making a referral will be strictly adhered to, in relation to SSCB arrangements, with the LADO informed within one working day of the incident occurring.

|Support for the victims of peer on peer abuse is taken very seriously and the appropriate support is given.

Forced marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Bullying and domestic violence are also forms of child abuse.

Cyber-bullying (technology related-abuse) may be treated as a form of abuse.

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME.

All employees follow the Shropshire Safeguarding Children Board (SSCB) Safeguarding Procedures which are consistent with 'Working Together to Safeguard Children' and 'What to do if you are Worried a Child is Being Abused'.

It is not the responsibility of the School employee to investigate welfare concerns or determine the truth or any disclosure or allegation. All employees, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

1. Staff will immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Any explanation given which appears inconsistent or suspicious
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- Any concerns that a child is presenting signs or symptoms known to be indicators of abuse or neglect
- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of abuse from any person
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

2. Responding to Disclosure.

Disclosures or information may be received from pupils, parents or other members of the public. The School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make a contemporaneous record. A dedicated form entitled 'Logging a Concern about a Child's Safety and Welfare' is within the appendix at the back of this policy.

Principles.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Headmaster or Designated Safeguarding Lead without delay in order that an informed decision can be made of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another employee
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

3. Action by the Designated Safeguarding Lead (or other senior persons in their absence)

Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child
- discussing the matter with the Headmaster and relevant and appropriate employees e.g. School nurse on a minuted and confidential basis. In cases where a child has suffered or is likely to suffer significant harm, the

appropriate children's social care department (Shropshire/Staffordshire/Wolverhampton) must be informed immediately.

- making an enquiry to the Safeguarding Register
- discussing the matter with other agencies involved with the family which may lead to a further assessment of the needs of the child
- consulting with appropriate persons e.g. Stay Safe Team/Early Help
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the employee or others at risk
- whether to make a formal referral to social services and if this needs to be undertaken immediately because a child may be at immediate risk
- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social services will be accompanied by a standard referral form. Parental consent for referrals to statutory agencies is not required.

If a criminal act has been committed the Designated Safeguarding Lead or other appropriate employee will inform police immediately/within 24 hours or one working day of the crime or the crime being disclosed to them.

4. Action following a safeguarding referral

The Designated Safeguarding Lead or other appropriate employee will:

- appropriate liaison with the Stay Safe Team, as necessary
- make regular contact with Social Services
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Safeguarding Conference
- if the child or children are placed on the Safeguarding Register, contribute to the Safeguarding Plan and attend Core Group Meetings and Review Safeguarding Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Safeguarding Procedures or not to convene a Safeguarding Conference, discuss this with a

senior member of Local Safeguarding Board employee to agree how to proceed

- have a symbiotic and continuing contact and information flow with Stay Safe Team where possible when a referral/concern is made.

5. Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed by the person making the report on each page with the name printed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All Safeguarding documents will be retained in a 'Safeguarding' file, separate from the child's main file. This will be locked away and only accessible by the Headmaster, unless that is not appropriate, and Senior Designated Lead. These records will be copied and transferred to any School or setting the child moves to, clearly marked 'Safeguarding, Confidential, for attention of Designated Person Safeguarding.' Original copies will be retained until the child's 25th birthday.

6. Supporting the Child and Partnership with Parents

- School recognises that the child's welfare is paramount, however good safeguarding practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- Confidentiality We regard all information relating to individual child protection issues as confidential and we treat it accordingly. We pass information on to appropriate persons only. Working notes will be kept on file. It must be made clear that the person confided in as an adult, must tell someone else so that the abuse can be dealt with. Keeping secrets with a child when told about an abusive situation, only adds to the abuse. If a child requests a talk 'in confidence' meaning 'don't tell anyone else', the member of staff will explain that they cannot promise to do so. They can only promise to act in the best interests of the child and that they will keep them informed of what is happening. If the child then refuses to talk, staff should ensure that they know of other agencies they can turn to e.g. Child Line: 0800 1111.

7. Allegations regarding person(s) working in or on behalf of School

All allegations should be reported **straight away**, normally to the headmaster.

In the absence of the headmaster, or in cases where the headmaster himself is the subject of the allegation or concern it should be reported to the chair of governors.

The First Response.

We will respond promptly and sensitively to the legitimate concerns of the pupil and his or her family. We undertake to:

- Take any allegation of abuse, involving an employee, very seriously,
- Establish the facts before jumping to any conclusion,
- Inform the employee concerned honestly of the allegation that has been made, and advise him or her to contact their Trade Union or Professional Association for advice and support, Advice will always be sought from the LADO first, however. The School will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.
- Inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the Social Services before making contact.
- If the allegation concerns a member of staff, a volunteer or another pupil he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice.

The Next Step.

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:

- Invite the police to conduct the investigation,

- Involve Shropshire Safeguarding Childrens Board (SSCB),
- If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff the matter will be dealt with in accordance with the Disciplinary Procedure. Where a member of the residential staff is suspended pending an investigation of a child protection nature, suitable arrangements must be put in place for alternative accommodation away from children. In the case of a pupil the matter will be dealt with under the School Rules, Discipline and Sanctions Policy.
- During the course of the investigation the School in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Anonymous Allegations

If we are faced with an anonymous allegation of child abuse which names both any employee of the School or volunteer or contact of the School and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. Where the allegations names the employee; but not the pupil, we would contact the LADO, in the first instance, prior to interviewing the employee, to ask for his or her version of events. A record would be kept on the individual's personnel file.

Support for the Pupil

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Headmaster together with the School's Designated Safeguarding Lead (DSL), will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, Shropshire Safeguarding Children's Board (SSCB), or other agencies involved to identify the support strategies that will be appropriate.

Suspension

Suspension of an employee is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand, and will normally only suspend an employee where:

- There is a serious risk of harm (or further harm) to the child and/or other children
- The allegations are so serious as to constitute grounds for dismissal, if proven,
- The police are investigating allegations of criminal misconduct.

We recognise fully that we have a duty of care towards all our employees, and we will always:

- Keep an open mind until a conclusion has been reached
- Interview an employee before suspending him or her

- Keep him or her informed of progress of the investigation

Alternatives to Suspension.

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the employee on leave,
- Giving him or her non-contact duties,
- Ensuring that a second adult is always present in the classroom when he or she teaches or is involved in contact with children at the School.

If the Employee Resigns

The resignation of an employee or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the school will consider making a referral to the National College for Teaching and Leadership (NCTL) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

Compromise Agreements

The policy at Birchfield School is to follow the 2016 DfE guidance as set out in 'Keeping Children Safe in Education' on the use of compromise agreements in cases of child abuse which is:

“So-called ‘settlement/compromise agreements’, by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person’s notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.”

Length of Investigatory Process

We recognise that everyone’s interests are served by completing any investigatory process as swiftly as possible.

Referral to the Disclosure and Barring Service

We follow Disclosure and Barring Services (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. The School will report to the DBS, within one month of leaving the School any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by

a contractor and resignation and voluntary withdrawal from any of the above. The NCTL would need to be similarly informed.

Recording Allegations of Abuse

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for 10 years if that is longer.

8. Handling Unfounded or Unsubstantiated Allegations.

The Child.

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse may need professional help in dealing with the aftermath. We will liaise closely with the Local Safeguarding Children's Board to set up a professional programme that best meets his or her needs, which may involve the Child and, if necessary, Adolescent Mental Health Services (CAMHS) and an Educational Psychologist, as well as support from the School Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances; we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another School. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

The Employee

An employee could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that other employees might shun him/her on the grounds of 'no smoke without fire'. If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange, if necessary, a mentoring programme in such circumstances, together with professional counselling outside the School community. A short sabbatical or period of re-training may be appropriate.

9. Procedures for Dealing with Abuse by one or more pupils against another pupil.

Allegations that a pupil or pupils has abused another pupil either inside the School premises or during a School trip or visit could be made by:

- Parents
- The abused pupil
- Other pupils
- Third parties

Staff, to whom it is reported, to listen to pupil concerns

- If appropriate, immediate medical treatment/advice to be sought
- Reassure they have done nothing wrong and that it was the right thing to report.
- Staff should refer pupil immediately to the DSL.

This person will listen to the child and make a written record of the incident and identify evidence and seek witnesses.

The school will immediately report to the appropriate agency, a disclosure or suspicion of abuse.

It is important to note that:

Abuse should never be tolerated or passed off as ‘banter’ or ‘part of growing up’.

Any kind of bullying is unacceptable and the legal threshold for making a referral will be strictly adhered to, in relation to SSCB arrangements, with the LADO informed within one working day of the incident occurring.

Support for the victims of peer on peer abuse is taken very seriously and the appropriate support is given.

Safeguarding issues can manifest themselves via peer on peer abuse and that the perpetrator will be supported and thought given to whether s/he may be in need of early help or additional support

Reference should be made to the school’s anti-bullying and behaviour policies in the context of such abuse

Where such an allegation is made the matter will be discussed with the Headmaster, the DSL and relevant and appropriate employee eg. Deputy Head and School Nurse on a minuted and confidential basis. The parents of the pupils involved in the allegation will be informed and the appropriate procedures taken as laid out in section 3 ‘Action by the Designated Safeguarding Lead’. Following the allegation being made the pupils’ welfare will be of paramount importance as laid out in section 6 ‘Supporting the Child and Partnership with Parents’. In the event that there is sufficient evidence to support the allegation, all children involved (both alleged perpetrator and victim) will be treated as being “at risk”.

10. Allegation of abuse of a child who is not a pupil at the School.

If we were given information that suggested an employee was abusing a child who was not a pupil at Birchfield School we would immediately pass such information to Shropshire Safeguarding Children’s Board (SSCB) to handle. We would then interview the employee and advise him/her of the allegations, making it clear that the School would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc in exactly the same way as if the allegation had involved a School pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the School in resuming his/her duties at the School.

11. Allegations involving the Head or Designated Safeguarding Lead.

HEAD

The Chairman of Governors should be told at once by the Designated Safeguarding

Officer of any allegation involving the Headmaster without the Head being informed. The Chairman of Governors can be contacted on the following number 07710 901680. The Chairman must then inform the LADO without delay. The Headmaster will normally be suspended for the duration of the investigatory process and in certain circumstances asked to vacate his or her School residence, and, the Deputy Head will be made acting Head until the conclusion of the investigation and resolution of the issue.

DSL

The Headmaster should similarly be told at once of any allegation involving the DSL. The Chairman of Governors should normally be informed on the same day, and legal advice obtained. The DSL will normally be suspended for the duration of the investigatory process and in certain circumstances asked to vacate any School accommodation. The Headmaster/the Deputy Head/Member of the SMT should be made acting DSL until the conclusion of the investigation and resolution of the issue.

Referral Form to Social Services - Personal Details (Page 1)

Surname:	First Name:	Title:
Preferred Name/Mode of Address:		
D.O.B.:	M/F/Unborn	
<u>Permanent Address</u>	<u>Temporary Address</u>	
Tel:	Tel:	
School attended:	Name of School Contact:	
First Language:	Interpreter Required?	
Ethnic Origin:	Religion:	
If Refugee/Asylum Seeker:		
Nationality:	Status:	
Any Risk to Professionals?		
Does the Child have any Special Needs?		
<u>G.P. (Inc. Telephone Number)</u>		

FAMILY/OTHER MEMBERS OF THE HOUSEHOLD

Name	Address/Telephone	Age/DOB	Relationship	Parental Responsibility

OTHER PROFESSIONALS INVOLVED

Name	Address & Telephone Number	Role

Referral Form to Social Services - Personal Details (Page 2)

Surname:	First Name(s):
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Subject aware of Referral?	Responsible Adult aware ?
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Referred By:

Designation:	Date & Time:
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Address:

Telephone Number

<u>Reason for Referral:</u>

Current Issues:

(Continue on separate sheet if necessary)

Copy for:

Customer Relations

Own Records

Appendix 3

Logging a Concern about a Child's Safety and Welfare – all employees and other School personnel.

Pupil's Name	D.O.B
Date:	Time:
Name Print	Signature
Position:	
Note the reason(s) for recording the incident.	
Record the following factually, using the body map overleaf as appropriate	Who?
	What?
	Where?
	When?
Offer an opinion where relevant (how and why might this have happened?)	
Substantiate the opinion. Note action taken, including names of anyone to whom your information was passed.	

Check to make sure your report is clear now, and will also be clear to a stranger reading it next year. **PLEASE PASS THIS FORM TO YOUR DESIGNATED PERSON FOR SAFEGUARDING.**

Appendix 4

FRONT SHEET: SAFEGUARDING RECORD.

Date file started.....

Name of Child.....

Any other names by which child known, if relevant.....

Date of Birth.....

Address.....

.....

.....

.....

Other family members (include full name, relationship e.g mother, stepfather etc. For U18s include age if known.

Are any other safeguarding files held in School relating to this child or another child closely connected to him/her YES/NO

If yes, which files are relevant?

Name and contact number of key worker (Social Services), if known.

Name and contact number of GP, if known.

Body Map

Name of child.....DOB.....CP

Officer.....Date & Time Observation.....

Details of Observation



