

Presdales School



Title	CHILD PROTECTION POLICY
Version	August 2018
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Committee Responsible	Achievement & Curriculum Committee
Governor Link	Mrs Jackie Harvey
Date approved by Committee	10/10/18
Date approved by Full Governing Body	10/10/18
Review Date	Autumn 1: 2019

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1. Introduction

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

Safeguarding Policies

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school. In particular this policy should be read in conjunction with the Behaviour for Learning Policy, Attendance Policy, Anti-Bullying Policy, Mental Health and Wellbeing Policy, Drugs and Substance Abuse Policy, Policy for Children Looked After, Health and Safety Policy, Staff Code of Conduct, Safer Recruitment Policy, Whistleblowing Policy and e-Safety and Data Security Policy (which incorporates the ICT Acceptable Use Policy and ICT Home School Agreement).

Statutory Framework

The school follows the procedures established by the Hertfordshire Safeguarding Children Board and acts in accordance with the statutory legislation and guidance to protect children from abuse and neglect outlined in:

- The Children Act 1989 and 2004
- Children and Social Work Act 2017
- Education Act 2002, Education Regulations 2005
- Keeping Children Safe in Education (DfE 2018) Statutory Guidance for Schools and Colleges
- Working Together to Safeguard Children (DfE 2018)
- Counter Terrorism and Security Act 2015
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)

The school contributes to multi-agency working in line with statutory guidance set out in Working Together to Safeguard Children.

Safeguarding Principles

All staff have a responsibility to provide a safe environment in which children can learn and receive appropriate safeguarding children training (which is updated every three years) and receive regular safeguarding updates, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. Staff members working with children are advised to maintain an attitude of 'it could happen here' and "it could be happening to this child" where safeguarding is concerned and should consider at all times what is in the best interests of the child concerned.

Presdales School is committed to the five outcomes which are key to children's wellbeing:

- being healthy
- staying safe

- enjoying and achieving
- making a positive contribution
- achieving economic wellbeing

The school therefore strives to establish and maintain an ethos and culture where children feel secure, are encouraged to talk, and are listened and responded to when they have a worry or concern. Staff are encouraged to talk about concerns to do with the wellbeing of children and are listened and responded to. Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The school endeavours to ensure the provision of appropriate support using Hertfordshire's Family First programme of early help services to help prevent the escalation of safeguarding needs.

Staff are alert to the potential need for early help for students who are more vulnerable who include:

- children with disabilities or specific additional needs
- children with special educational needs
- young carers
- children missing from education/home/care
- children misusing drugs/alcohol
- children at risk of trafficking or exploitation
- children at risk of being radicalised
- children who are privately fostered
- children who have returned to their families from care
- children engaging in anti-social or criminal behaviour including gang involvement
- children whose family circumstances present challenges
- children showing early signs of abuse and neglect.

If staff think that access to early help services may be required, they should discuss this with the DSP.

A directory of early help services is available to help families and practitioners find information and support at <https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/familiesfirst>. Additional information on these vulnerable groups can also be found on the HCC Model Child Protection Policy at www.thegrid.org.uk/info/modelpolicies.

2. The DSP

A Designated Senior Person, from the school's leadership team and appointed by the Governing body/proprietor, takes lead responsibility for child protection. They co-ordinate action within the school, liaise with other agencies and set up inter-agency assessments as appropriate. A Deputy DSP is always available in the absence of the lead DSP.

The DSP is Ms K Chandler Assistant Head, Pastoral Manager Key Stage 4

The Deputy DSPs are: Mrs S Miller, Deputy Head Pastoral

Mrs J Stephenson, Deputy Head Curriculum, SENCo

Mrs S Inwood, Assistant Head

Mrs E Sykes, Assistant Head, Pastoral Manager Key Stage 3

Ms K Simmonds, Head of Sixth Form.

Mr M Warren Headteacher is also a trained DSP.

These staff receive appropriate updated training every two years in order to refer cases of suspected abuse to the local authority children's social care. They act as a source of support, advice and expertise to staff on matters of safety and safeguarding, in particular supporting staff who raise concerns and make referrals. The DSP regularly refreshes their knowledge and skills of the latest safeguarding developments. The DSP is also a WRAP trainer and the Deputy DSPs have all received WRAP training.

The DSP ensures that:

- Accurate detailed records or concerns and referrals are securely kept and when children leave the school, sends the child protection file separately and securely to the relevant DSP at any new school or college, obtaining proof that these have been received and then destroying any information held on the child in line with the data protection guidelines. The DSP will also, if appropriate, share information with the new school/college in advance of the child leaving to ensure continued support for victims of abuse in their new setting.
- Particular attention is given to the specific needs of children in need, those with special educational needs and young carers. Information about any Child Looked After is appropriately shared. The contact details of the CLA's social worker and Virtual Head Teacher, as well as the legal status and contact arrangements with birth parents/those with parental responsibility, are known.
- Cases of suspected abuse or neglect are referred to Children's Services, the Police and the Channel programme (where there is a radicalisation concern) and the school attends and contributes to any child protection case and review conferences.
- The Head Teacher is informed of ongoing enquiries.
- An annual update in safeguarding is delivered to all staff to refresh their Child Protection training in years when full training is not delivered.
- Safeguarding induction is delivered to all staff new to the school.
- All teaching staff and volunteers (permanent and temporary) are familiar with the Child Protection Policy as well as the Staff Code of Conduct, which establishes a safe environment for children within the school.
- All staff are familiar with the latest version of *Keeping Children Safe in Education Part 1*.
- All teaching staff are familiar with the Prevent Duty and provides advice and support in protecting children from radicalisation.
- All non-teaching staff working in the school are familiar with safeguarding and school safeguarding procedures.
- Links with the local LSCB are maintained to make sure staff are aware of training opportunities and the latest policies on safeguarding.

- An annual review of the Child Protection Policy takes place and ensures it is publicly available and understood by staff.
- Children are taught about safeguarding, including online safety and ensures appropriate filters/monitoring systems are in place to safeguard children from inappropriate online material in school.
- Where possible the school holds more than one emergency contact number for students.
- There is a regular review of safeguarding procedures and compliance of this policy in conjunction with the nominated School Governor.

3. Categories of Abuse

There are four categories of child abuse which are outlined below. Abuse can be a deliberate act or it can occur when adults fail to act responsibly towards children.

Physical Abuse

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

Emotional Abuse

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect

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

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);

- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

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

4. Specific Safeguarding Issues

Radicalisation and Extremism

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

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

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

Child Sexual Exploitation

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

The school includes the risks of sexual exploitation in the PSHE curriculum and Year 9 students watch the Chelsea's Choice presentation. All staff are made aware of the indicators of sexual exploitation and all concerns should be reported immediately to the DSP.

Honour-Based Violence

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

The practice of FGM is a criminal offence under the Female Genital Mutilation Act 2003 and school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period.

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

School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

Peer on Peer Abuse

Children and young people may pose a risk to each other in the school setting. Peer on peer abuse will never be tolerated and passed off as "banter," "having a laugh" or "part of growing up." It can manifest itself in many ways. Severe harm may be caused by the abusive and bullying behaviour of other children; which may be physical, sexual, emotional and can include gender based sexual assault, sexting, teenage relationship abuse, peer on peer exploitation, serious youth violence, initiation/hazing type violence and rituals, sexual bullying or harmful sexual behaviour.

When harm is caused by one child or young person to another, the school will carefully assess whether it should be dealt with as abuse according to if there is a difference in power between those concerned, whether there are concerns about the intentions of the alleged perpetrator and whether the perpetrator has repeatedly tried to harm one or more other children.

The school's Anti-Bullying Policy is referred to for details on procedures of how to minimise the risk of peer on peer abuse and this is done through the delivery of the PSHE curriculum, having pastoral systems in place for students to raise concerns and using risk assessments where appropriate.

If allegations raised are against other children, the school follows Herts SCB Procedures Manual – Children Who Abuse Others. When responding to sexualised behaviour the school will use the Brook Advisory Service Traffic Light Tool and when responding to sexting incidents reference is made to 'Sexting in Schools and Colleges' (UKCCIS). Support for victims, perpetrators and any other child affected by peer on peer abuse will then be put in place.

Children Missing from Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSP and Deputy DSPs will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions.

Other Safeguarding Issues

On other specific safeguarding issues (e.g. cyber bullying, drugs, mental health) the school refers to advice and support from expert professional organisations. There is liaison between the DSPs, the Pastoral Team and the PSHE Coordinator on specific relevant issues. Safeguarding procedures to be used in cases of self-harm, suicidal thoughts, eating disorders and anxiety and depression are to be found in the school's Mental Health and Wellbeing Policy.

5. School Procedures

Staff are made aware of signs of abuse and neglect in their safeguarding training (for further details please consult <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>) so that they are able to identify cases of children who may be in need of help or protection.

If staff have any concerns about a child's welfare they should act on them immediately. They should speak to the relevant key stage DSP/Deputy DSP since they are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response. Staff should not assume a colleague or another professional will take action and should share information that might be critical in keeping children safe. Response options may then include managing support for the child through the school's pastoral system, an early help assessment or a referral to statutory services.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff should consider the context in which such incidents/behaviours occur. This is known as *contextual safeguarding*, which means assessments of children should consider whether wider environmental factors in a child's life are a threat to their safety/welfare.

If a child discloses that they have been abused in some way, the member of staff should:

- Listen carefully to what is being said to you, do not interrupt.
- Reassure the pupil that it is not their fault. Stress that it was the right thing to tell. Be calm, attentive and non-judgemental. Do not promise to keep what is said a secret since this may not ultimately be in the best interests of the child. Do not criticise the alleged perpetrator and ask non-leading questions (**TED**) to clarify if necessary:

Tell me more...

Explain that to me...

Describe what happened

Explain then what has to be done next and who has to be told.

- The member of staff must record their concerns being precise and factual, using the school Record of Concern proforma and if relevant, the Body Map should be used to indicate the position of any injuries. All dated documentation (including original records) should be passed to the DSP and should be treated as 'special category personal data' under the Data Protection Act 2018.

The DSP will then decide whether the concerns should be referred to Children's Services; Safeguarding and Specialist Services. If a referral is made it will be discussed with the parents, unless to do so would place the child at further risk of harm, risk the loss of evidential material, lead to an unreasonable delay or place any other person at risk. Records of events, outcomes and reasons for decisions will then be recorded in writing.

If at any point if a child is in immediate danger or there is an urgent risk of immediate serious harm to a child, any person can refer the matter to Herts Children's Services on 0300 123 4043 and/or the police. The DSP should be informed as soon as possible.

If a teacher discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

If any staff member has safeguarding concerns about a child and their situation does not appear to be improving, the staff member with concerns should press for reconsideration and contact Herts Children's Services directly if needed on the above number.

Safeguarding issues should only be shared by staff in appropriate professional contexts and relevant information about the protection of children must be passed on, particularly to investigative agencies.

If a member of staff has dealt with a disclosure from a child, they themselves should seek support and discuss this with the DSP since safeguarding issues can be stressful.

6. Allegations Concerning School Staff and Volunteers

All staff and volunteers should feel able to raise concerns about poor or unsafe practices in the school's safeguarding arrangements and concerns relayed to the school's Senior Leadership Team.

If any allegations are made that indicate that a member of staff has harmed or poses a risk of harm to any child, or possibly committed a criminal offence against a child the matter will be referred to the Head Teacher. This applies to any child the member of staff/volunteer has contact with within their personal, professional or community life. If concerns are with the Head Teacher then the Chair of Governors, Mr Howard Freed, is to be contacted on governors@presdales.herts.sch.uk.

In such instances appropriate action will be taken according to the school's Whistleblowing Policy in conjunction with Herts SCB Inter-agency Child Protection and Safeguarding Procedures – Managing Allegations Against Adults who work with Children and Young People. If required a child protection strategy meeting or joint evaluation meeting will be set up, or the LADO will advise on how the allegation should be managed. Where a staff member feels unable to raise an issue through these channels, or feels that their concern is not being addressed, they should contact the Local Authority Designated Officer (LADO) or alternatively the NSPCC whistleblowing helpline is available on 0800

028 0285. Staff may also consider discussing any concerns with the DSP and making referrals via them.

To reduce the risk of allegations, staff are familiar with the Staff Code of Conduct and the school adheres to the requirements set out in *Guidance for safer working practice for those working with children in education settings* (Sept 2015).

The school's Business Manager adheres to procedures about referring to the Disclosure and Barring Service if a person has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

7. The Governing Body

The Governing Body prioritises the safety and welfare of students, creating a culture where staff are confident to challenge senior leaders over any safeguarding issue and makes sure that children are taught about how to keep themselves safe.

The nominated governor for child protection is Mrs Jackie Harvey.

The Governing Body ensures that policies, procedures and training are effective and comply with the law. They appoint a senior member of staff as DSP, check that the DSP carries out their duties as outlined above, through the nominated governor for child protection who meets with the DSP termly. They review the Child Protection Policy annually, ensure students are taught about safeguarding and check that appropriate online filters/monitoring are in place.

*For any further detailed guidance about child protection procedures, including updated information, please consult the HCC Model Child Protection Policy at www.thegrid.org.uk/info/model_policies and *Keeping Children Safe in Education: For Schools and Colleges 2018* at <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>.*