

HEALING  
SCHOOL



A Science Academy

# Healing School – A Science Academy

## Child Protection / Safeguarding Policy

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## INTRODUCTION

At Healing School - A Science Academy (Healing School), we are committed to safeguarding and promoting the welfare of all our pupils, in keeping with North East Lincolnshire guidelines for Child Protection, we believe all staff and visitors have an important and unique role to play in safeguarding our pupils.

Safeguarding is defined as –

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

Healing School is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support that matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

Healing School will fulfil local and national responsibilities as laid out in the following documents:

- Working Together to Safeguard Children (DfE 2018)
- Keeping Children Safe in Education (DfE 2019)
- What to do if you're worried a child is being abused (DfE 2015)
- North East Lincolnshire Safeguarding Children Partnership Guidance (2019)
- Children and Families Act (DfE 2014)
- Prevent - Section 26 of the Counter-Terrorism and Security Act 2015 (CTSA 2015)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2016)

## **OVERALL AIMS**

This policy will contribute to safeguarding our pupils and promoting their welfare by:

- Clarifying standards of behaviour for staff and pupils;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging pupils/students and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their pupils/students face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation or victimisation.

This policy will contribute to supporting our pupils by:

- Identifying and protecting the most vulnerable;
- Identifying individual needs where possible; and
- Designing plans to meet those needs.

This policy will contribute to the protection of our pupils by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with pupils, parents and agencies.

## **KEY PRINCIPLES**

These are some of the key principles of safeguarding at Healing School -

- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act upon suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in child protection issues will receive appropriate support.

## **EXPECTATIONS**

All staff and visitors will:

- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.;
- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix One for current definitions and indicators);
- Record concerns and give the record to the Designated Safeguarding Lead;
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two – you must inform a Designated Child Protection Officer immediately, and provide a written account as soon as possible and ideally within 24 hours.

All staff will receive safeguarding training at intervals of no more than three years and will be updated annually on procedures and expectations.

Key staff will undertake more specialist child protection training as agreed by the Governing Body.

## **THE DESIGNATED SAFEGUARDING LEAD AND SAFEGUARDING TEAM**

Our named designated safeguarding lead officer on the senior leadership team with lead responsibility and management oversight/accountability for child protection is Mrs Gunn, Vice Principal (Pastoral & Guidance).

The DSL is supported by the following appropriately trained staff:

Mrs Hallatt	–	Child Protection Officer/Pupil Counsellor
Mrs Hanley	–	Pupil Services Manager/Attendance Officer
Mrs Horner	–	Assistant Principal (KS3)
Mrs Pearson	–	SENDCo
Mr Blockley	–	Learning Co-ordinator KS3
Ms Simons	–	Deputy SENDCo

Healing School will ensure the designated safeguarding lead officer for child protection leads regular case monitoring reviews of vulnerable children with designated staff responsible for child protection.

The designated safeguarding lead officer will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues; have access to regular safeguarding supervision.

Where the school has concerns about a child, the designated safeguarding lead officer, will act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

The designated safeguarding lead officer / Child Protection Officer are responsible for referring all cases of suspected abuse to MASH (01472 326292). Whilst Keeping Children Safe in Education (DfE 2019) dictates that anyone in the school setting can

make a referral, wherever possible this should be done by appropriately trained designated safeguarding staff.

The Child Protection Officer will liaise with the Vice Principal (Pastoral & Guidance) to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Child Protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family.

Child Protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child; school will not keep family files. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.

Access to these by staff other than the Designated Staff will be restricted, and a written record will be kept of who has had access to them and when.

**PLEASE NOTE:** All calls are to be treated as highly confidential and dealt with only by the appropriate qualified member of staff.

Guidelines and procedures for dealing with Child Protection issues have been produced by the Local Safeguarding Children Partnership.

#### Training for Designated Safeguarding Staff

The designated safeguarding lead / Child protection Officer should receive appropriate training carried out **every two years** in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff and volunteer has access to and understands the Academy's child protection policy and procedures, including new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.
- It is important that all staff receive training to enable them to recognise the signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff receive a briefing during their induction, which includes the school's child protection policy and staff code of conduct and details for the safeguarding team

including the DSL and Child Protection Officer. All staff receive annual training and will be updated throughout the year via email, staff bulletins, pastoral meetings and staff meetings.

### Raising Awareness

The designated safeguarding lead should ensure the Academy's policies are known and used appropriately:

- Ensure the school's child protection policy is reviewed **annually** and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local authority and NE Lincs Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **CHILD PROTECTION RECORDS**

Child protection files should be held in a locked cabinet with only the designated officer(s) having access. From January 2017 the school has used a secure electronic system called "My Concern" to report safeguarding worries and all updates and subsequent actions are kept as a record within this system.

The required information includes the following specific items:

- Cause for concern forms
- Child protection reports/disclosures
- Minutes of child protection conferences and early help assessments.
- A copy of support plan for the young person

Each child protection file should contain a chronological summary of significant events and the actions and involvement of the school.

Where children leave the Academy, the Child Protection Coordinator will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known). ***A copy of the chronology must be retained for audit purposes.***

Children's records should be transferred in a secure manner, for example, by hand. When hand-delivering a pupil's records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to will be made and a signature obtained from the receiving school as proof of receipt.

If a pupil moves from our Academy, child protection records will be forwarded onto the named designated child protection person at the new school, with due regard to their confidential nature.

If there is any on-going legal action (*the original file should be retained by the school and a copy sent*).

If sending by post children records should be sent, "Special Delivery", a note of the special delivery number should also be noted to enable the records to be tracked and traced, via Royal Mail.

For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.

If a pupil is permanently excluded and moves to Pupil Referral Unit, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information - England) Regulations 2005.

When a designated safeguarding lead/ member of staff resigns their post/ no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

All Designated Safeguarding Officers receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

All receipts confirming file transfer must be kept in accordance with the recommended retention periods.

## **ARCHIVING**

### Responsibility for the pupil record once the pupil leaves the Academy:

The school which the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record. The recommended retention periods are 25 years from closure when there has been a referral to Children's Social Work Social Services. If no referral has been made to Children's Social Work Service the child protection record should be retained until the 25th birthday. The decision of how and where to store these files must be made by the Academy via the governing body. (NB. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated officer(s).

### Confidentiality and sharing information

Information sharing will take place in a timely and secure manner and where:

- It is necessary and proportionate to do so; and
- The information to be shared is relevant, adequate and accurate.

Information sharing decisions will be recorded, whether or not the decision is taken to share. Any electronic information will be password protected or sent using the Local authority's secure email system "Moveit" and only made available to relevant individuals.

The DSL / CP Officer will normally obtain consent from the pupil / parent to share sensitive information within school or with outside agencies. Where there is good reason to do so, the DSL / CP Officer may share information without consent, and will record the reason for not gaining consent.

A pupil or their nominated representative may request to see their records and this will be referred to the school data protection officer. The school's data protection policy is available to parents and pupils on the website or on request.

The GDPR and Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help protect a child.

### **SAFE DESTRUCTION OF THE PUPIL'S RECORD**

Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the GDPR and Data Protection Act 2018 or they will contain information which is confidential to school or the Local Education Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept in either paper or an electronic format.

### **THE GOVERNING BODY**

The Governing Body is the accountable body for ensuring the safety of the school

The governing body will ensure that:

- The school has a safeguarding policy in accordance with the procedures of North East Lincolnshire Safeguarding Children Partnership;
- The school operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- At least one senior member of the school's leadership team acts as a Designated Safeguarding Lead;
- The Designated Safeguarding Lead and Child Protection Officer attend appropriate refresher training every two years;
- The Principal and all other staff who work with children undertake training at three yearly intervals;
- Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The school has procedures for dealing with allegations of abuse against staff/volunteers.

The governing body reviews its policies/procedures annually.

The Nominated Governor for child protection at the school is Jill Walker. The Nominated Governor is responsible for liaising with the Principal and Designated Safeguarding Lead over all matters regarding child protection issues. The role is

strategic rather than operational – they will not be involved in individual pupils.

The Nominated Governor will liaise with the Designated Safeguarding Lead to produce an annual report for governors and the local authority.

The chair of the MAT Board is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Principal.

## **A SAFER SCHOOL CULTURE**

### Safer Recruitment and Selection

The school pays full regard to 'Keeping Children Safe in Education'. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

The Principal, Vice Principals and 2 Assistant Principals have undertaken appropriate training in Safer Recruitment. One of the above will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

### Staff support

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

### Abuse of position of trust

All staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond approach. The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. The staff code of conduct sets out the expectations of staff. Staff are asked to sign annual declarations to confirm they have read and understood the relevant safeguarding documents.

## **OUR ROLE IN THE PREVENTION OF ABUSE**

We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

### The curriculum

Relevant issues are addressed through the PSHCE curriculum, including self-esteem, assertiveness, power, sex and relationship education, e-safety and bullying.

Relevant issues are addressed through other areas of the curriculum, including English, History, Drama, Art, circle time.

### Other areas of work

All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.

Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

### **SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, HONOUR-BASED VIOLENCE, FEMALE GENITAL MUTILATION, OR TRAFFICKING**

Our safeguarding policy above, and the school's values and ethos together with the Behaviour, Rewards and Sanctions policy, provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum.

Our school works with and engages our families and communities to talk about such issues.

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Lead / Child protection Officer know where to seek and get advice.

Our school brings in experts and uses specialist material to support the work we do.

### **HONOUR-BASED VIOLENCE**

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

With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions.

When a teacher at Healing School has reasons to suspect that an act of FGM has been carried out on a pupil, they will discuss the situation with the Designated Safeguarding Lead, who may consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

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 abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

Staff concerned about any HBV should alert the safeguarding team particularly if suspicions or concerns are raised by a pupil about being taken abroad and not allowed to return to England.

### **CHILDREN WHO GO MISSING FROM EDUCATION**

A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, criminal exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil goes missing for an extended period, or on repeat occasions.

The school must notify the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more. The school must also notify the local authority of any pupil who is to be deleted from the admission register because s/he –

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered;
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

### **SEXUAL AND CRIMINAL EXPLOITATION OF CHILDREN**

Sexual and criminal exploitation involves an individual or group of peers or 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 unwillingly drawn into exploitation through the offer of friendship and care, gifts and drugs and alcohol and sometimes accommodation. Sexual and criminal exploitation is a serious crime and it may also be linked to child trafficking.

The school includes the risks of exploitation in the PSHCE curriculum and works with outside agencies such as YPSS and the Young and Safe Team in order to promote safer communities for the young people. Staff should report any concerns of a child being at risk of exploitation.

### **PEER ON PEER ABUSE**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the schools' anti-bullying procedures where

necessary. Staff will receive training on how to recognise that children are capable of abusing their peers and should follow the school's behaviour policy regarding peer on peer abuse. All peer on peer abuse is unacceptable and should be taken seriously.

Peer on peer abuse can take many forms, including: physical abuse, sexually harmful behaviour, sexual abuse, teenage relationship abuse, initiation or hazing. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse and we aim to minimise or prevent the risk by having an open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them. Assemblies and Thought for the Week tutor activities provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.

Allegations of peer on peer abuse should be passed to the DSL / CP Officer and will be investigated. If a child is at risk of significant harm, then children's services will be informed. Police involvement may be necessary. Parents would normally be informed but the focus must be on the safety and wellbeing of the child and if the school believes that notifying the parents could increase the risk to the child or exacerbate the problem, advice will be sought from children's services and / or the Police. Where allegations of sexual violence or harassment are made, the school will act in accordance with the guidance in Keeping Children Safe in Education (2019).

## **ONLINE SAFETY AND SEXTING**

The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation.

We have ensured appropriate filters and monitoring systems are in place to manage content available to pupils, who can contact our pupils and the personal conduct of our pupils online.

The sending or posting of sexually suggestive images, including nude or semi-nude photographs of pupils (under the age of 18 years old) via mobiles or over the internet will be dealt with as follows:

- Incident referred to the DSL / CP Officer through "myconcern".
- Member of the safeguarding team will investigate.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving the parents would put the pupil at risk of harm.
- At any point in the process, if there is a concern that the pupil has been harmed or is at risk of harm a referral will be made to MASH and / or the Police.
- In some circumstances the matter will be referred to the Police and this may include seizure of devices and interviews with the pupils involved.

## **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 but schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training 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 SMSC in Schools (2014).

If staff are concerned about the risk of a pupil being radicalised this should be reported via “myconcern” and the DSL / CP Officer will investigate further. A referral to Channel (a multi-agency approach) may be made to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Humberside Police Counter-Terrorism Unit. The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s participation in the programme is entirely voluntary at all stages. Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

### **CHILDREN WHO MAY BE PARTICULARLY VULNERABLE**

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

- Living away from home or in temporary accommodation
- Living in chaotic and unsupportive home situations
- Living transient lifestyles
- Affected by parental substance misuse, domestic violence or parental mental health needs
- Vulnerable to being bullied, or engaging in bullying
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- Do not have English as a first language
- At risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect and staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded.

### **WHAT WE DO WHEN WE ARE CONCERNED**

Where risk factors are present but there is no evidence of a particular risk then our DSL / Child Protection Officer will investigate preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The DSL / Child protection Officer may well be the person who talks to and has conversations with the pupil’s family, sharing the school’s concern about the young person’s vulnerability and how the family and school can work together to reduce the risk.

In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –

1. The DSL / Child Protection Officer may decide to notify MASH of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
2. The school will review the situation after taking appropriate action to address the concerns.

The DSL / Child Protection Officer may also offer and seek advice about undertaking an early help assessment by making a referral to MASH. The local family support and safeguarding hub can assist us with advice with early help.

If the concerns about the pupil are significant and meet the additional needs or complex need criteria, they will be referred to MASH. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

### **INVOLVING PARENTS/CARERS**

In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed about our safeguarding policy through the school website.

### **MULTI-AGENCY WORK**

We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse and doctor, and make referrals to children's social care. Referrals should be made by the Designated Safeguarding Lead / CP Officer to MASH tel. 01472 326292. Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.

We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.

We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

Where a pupil is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

## **OUR ROLE IN SUPPORTING CHILDREN**

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

## **RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF**

This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

1. Behaved in a way that has harmed a child or may have harmed a child;
2. Possibly committed a criminal offence against or related to a child; or
3. Behaved in a way that indicated s/he is unsuitable to work with children.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Principal / Vice Principal (Pastoral & Guidance) (unless the concern relates to the either of these individuals). If the concern relates to the Principal, it must be reported immediately to the Chair of the MAT Board, who will liaise with the Local Authority Designated Officer Team in children's social care and they will decide on any action required.

### Whistleblowing if you have concerns about a member of staff.

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

## **CHILDREN WITH ADDITIONAL NEEDS**

Healing School recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body

## **CHILDREN IN SPECIFIC CIRCUMSTANCES**

### Private Fostering

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether full blood, half blood, by marriage, civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include –

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

There is a mandatory duty on the carer, the parents, and anyone else involved in making the arrangement, to inform the local authority of a private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

# APPENDICES

## APPENDIX ONE

### DEFINITIONS AND INDICATORS OF ABUSE

#### 1. 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.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking; ironing; caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

#### 2. 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable coving of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

### **3. 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 act of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal communicate;
- Thrush, persistent complaints of stomach disorders or pains;

- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

#### **4. SEXUAL EXPLOITATION**

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

#### **5. 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 also involve seeing or hearing the ill-treatment of another person. 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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

## **6. PEER ON PEER ABUSE**

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

### Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive:

- Physical abuse e.g. biting, hitting, kicking, hair pulling, etc.
- Sexually harmful behaviour/sexual abuse e.g. inappropriate sexual language, touching, sexual assault, etc.
- Bullying (physical, name calling, homophobic, etc.)
- Cyber bullying
- Youth produced sexual imagery (sexting)
- Initiation/Hazing
- Prejudiced behaviour
- Violence, particularly pre-planned
- Forcing other to use drugs or alcohol
- Emotional abuse
- Blackmail or extortion
- Gang initiation
- Up-skirting

We constantly develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage issues in a reactive way. We recognise that peer on peer abuse can and will occur in any setting even with the most stringent of policies and

support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting our students to talk about any issues and through sharing information with all staff. We support this by ensuring that our school has an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. This is strengthened through a strong and positive PSHCE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through.

## **7. RESPONSES FROM PARENTS**

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

## **8. DISABLED CHILDREN**

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

**APPENDIX TWO**

**DEALING WITH A DISCLOSURE OF ABUSE**

**When a child tells me about abuse s/he has suffered, what must I remember?**

3. Stay calm
4. Do not communicate shock, anger or embarrassment.
5. Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
6. Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
7. Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
8. Tell the child that it is not her/his fault.
9. Encourage the child to talk but do not ask "leading questions" or press for information.
10. Listen and remember.
11. Check that you have understood correctly what the child is trying to tell you.
12. Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
13. Do not tell the child that what s/he experienced is dirty, naughty or bad.
14. It is inappropriate to make any comments about the alleged offender.
15. Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
16. At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
17. As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

**Immediately afterwards**

**You must not deal with this yourself.** Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead or Child Protection Officer.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Principal.

## APPENDIX THREE

### ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**

For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.

- **Emotional**

For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

- **Sexual**

For example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.

- **Neglect**

For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. If a child makes an allegation about a member of staff, governor visitor or volunteer the Principal/Vice Principal (Pastoral & Guidance) should be informed immediately. The Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation herself or interview pupils.
3. The Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –
  - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Principal will notify the Local Authority Designated Officer (LADO) Team (Tel: 01472 326119). The LADO Team will liaise with the Principal / Vice Principal and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
  - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures.
  - If the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.
4. Where an allegation has been made against the Principal, then the Chair of the MAT Board takes on the role of liaising with the LADO Team in determining the appropriate way forward.

## APPENDIX FOUR

### INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms an extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:
  - Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Joining or seeking to join extremist organisations;
  - Significant changes to appearance and / or behaviour; and
  - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.