



CHILD PROTECTION POLICY and Safeguarding Arrangements

(This CSET Policy applies to all staff within CSET- including all schools and the partnership team)

DATE OF BOARD APPROVAL	15 th February 2016
REVIEW FREQUENCY	Annual
BOARD REVIEW DUE	September 2017 or following an update to the DFE's statutory guidance-' Keeping Children Safe in Education'
AUTHOR	Cressida Inglis/Jenny Wagstaff
FUTURE REVIEWERS	Safeguarding Director
STATUTORY REQUIREMENT	Yes

AMENDMENTS	SUMMARY OF AMENDMENT	DATE
1st amendment proposed for agreement (12th December 2016)	Reference to pupils and students throughout to emphasise primary as well as secondary focus	Agreed 12 th December 2016
2nd amendment proposed for agreement (12th December 2016)	Child Protection Officers redefined throughout as Designated Safeguarding Leads (KCSIE September 2016)	Agreed 12 th December 2016
3rd amendment proposed for agreement (12th December 2016)	References updated to include KCSIE from September 2016 throughout.	Agreed 12 th December 2016
4th amendment proposed for agreement (12th December 2016)	Addition of FGM and honour based violence (Section 4.2)	Agreed 12 th December 2016
5th amendment proposed for agreement (12th December 2016)	Procedures updated- the CEO to be informed if there are concerns about the Headteacher or Partnership Staff	Agreed 12 th December 2016
6th amendment proposed for agreement (12th December 2016)	Directors to ensure that the Governors comply with their responsibilities (3.4)	Agreed 12 th December 2016

1. PURPOSE

- 1.1. CSET has a statutory duty to promote and safeguard the welfare of children and have due regard to guidance issued by the secretary of state.
- 1.2. CSET (and each of its schools within CSET) are committed to providing the highest level of care for both its pupils, students and its staff. Our Child Protection Policy provides clear direction to staff and others about expected behaviour when dealing with child protection issues. Our policy also makes explicit CSET's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.
- 1.3. There are three main elements to our Child Protection Policy:
 - a) **Prevention** through the creation of a positive school atmosphere and the teaching and pastoral support offered to pupils and students;
 - b) **Protection** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns;
 - c) **Support** to pupils and students who are at risk or may have suffered significant harm.

This policy applies to all pupils, students, staff, governors, directors, volunteers and visitors to CSET (and therefore each of the schools within CSET). CSET recognises that it is an agent of referral and not of investigation.

2. MISSION STATEMENT

In order to help prevent abuse, we recognise that our pupils and students need proper respect for themselves and others, confidence, supportive friends and clear lines of communication with a trusted adult **to ensure early help**.

CSET (and each of its schools) will therefore:

- a) establish and maintain an environment where pupils and students feel safe, secure, are encouraged to talk, and are listened to;
- b) ensure that pupils and students know named adults within their school whom they can approach if they have a concern;
- c) include curriculum activities and opportunities for spiritual, moral, social, cultural, personal and health education. These should equip pupils and students with the skills they need to stay safe from harm, and help them develop realistic attitudes to the responsibilities of adult life;
- d) ensure every effort is made to establish effective working relationships with parents, carers and colleagues from partner agencies;

- e) ensure all staff (including governors, directors and volunteers) understand their duty of care to report concerns and know and understand protocol;
- f) ensure all staff (including governors, directors and volunteers) are regularly updated regarding their responsibility to safeguard children;
- g) ensure we practise safe recruitment in checking the suitability of all staff (including governors, directors and volunteers) to work with children;

This policy does not stand alone and needs to be seen as part of a holistic approach to keeping children safe. It needs to be read in conjunction with other, related policies which are listed at the end of this document.

3. ROLES AND RESPONSIBILITIES

All adults working with or on behalf of pupils and students have a responsibility to protect them. There are, however, key people within each CSET school who have specific responsibilities under child protection procedures. These include:

- CEO
- Head teacher
- Designated Safeguarding Leads
- Governors
- Directors

All staff, visitors, pupils and students must understand the importance in passing on concerns.

3.1 CEO

The CEO of CSET is:

William Roberts

The CEO will meet annually with individual Headteachers and their DSL to review the Child Protection Policy and Procedures.

3.2 Headteacher

The Headteacher in this school is:

James Pope

The Headteacher has ultimate responsibility for the safeguarding welfare of every pupil or student and adult within their school. They have a duty of oversight of all the work carried out by their DSL. Each Headteacher within CSET will have successfully completed Safer Recruitment training.

3.3 The Designated Safeguarding Lead (DSL)

The DSL in this school is:

Charles Reed

Additional designated staff are:

Kat Ingle

The DSL is key to ensuring that proper procedures and policies are in place and are followed with regard to safeguarding issues. They will also act as a dedicated resource and source of expertise available for other staff, volunteers, governors and directors to draw upon. The DSL will be a member of the senior team.

The DSL or their representative is responsible for:

- ensuring the wellbeing of the child, and that the need for their welfare is paramount;
- liaising with the local authority including the LADO and working with other agencies in line with *Working Together to Safeguard Children March 2015*;
- ensuring that he/she works closely with additional designated staff;
- adhering to South Gloucestershire's Local Children's Safeguarding Board procedures by referring pupils or students to Social Care and other relevant agencies if there are concerns about their safety or well-being;
- ensuring that in the case of a referral to social services, the parents/carers are informed immediately, unless doing so would put the pupil or student concerned at risk of further harm;
- ensuring that clear, detailed written records of concerns are kept about pupils or students (noting the date, event and action taken);
- storing such records confidentially in a secure place. These records and actions are monitored regularly;
- ensuring that a copy of all child protection records is forwarded, or handed over in person, to a pupil's or student's new school following a transfer. This CP file is separate to their school file and confirmation that the new school has obtained it must be received;
- encouraging a culture of listening to pupils or students and taking account of their wishes and feelings, among all staff;
- receiving appropriate training every two years. They must also regularly update themselves, and pass such relevant updating on to colleagues;
- ensuring all staff and volunteers receive appropriate training at least annually- they must ensure they are known to all staff, volunteers, governors and directors, and ensure those members of staff have training in Child Protection. This should be relevant to their needs to enable them to identify and report any concerns immediately;
- ensuring all members of staff, volunteers and regular visitors are aware of and can access this policy;
- submitting an annual safeguarding report to governors and directors;

- participating in a lead role in the annual review of this policy and work with the designated Director for Child Protection in regard to this with reference to the nominated school Governor;
- submitting an annual audit to the South Gloucestershire Safeguarding Children Board;
- overseeing all protocols and procedures for ensuring the welfare of CIC (see Appendix B) throughout their school career.

A full list of the DSL's responsibilities is outlined in 'Keeping Children Safe in Education' (September 2016).

3.4 Directors/Governors

The nominated Director for CSET is:

Paul Harrod

The nominated governor with responsibility for safeguarding in this school is:

Shirley Holloway

The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. The Governors will:

- designate a governor for child protection who will oversee the school's child protection policy and practice and champion child protection issues;
- ensure an annual report is made to the governing body, and copied to the Education Child Protection Service, on child protection matters to include changes affecting CP policy and procedures, child protection training received, the number of incidents/cases (anonymised) and child protection in the curriculum;
- ensure that this policy is annually reviewed with the nominated Director, updated and copied to the Education Child Protection Service.
- ensure that if the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

The Directors of CSET will ensure that the Governors comply with their responsibilities and will be made aware of the annual reports presented to Governing Bodies.

Further details regarding the responsibility of governing bodies is found in 'Keeping Children Safe in Education' (September 2016) – part 2.

3.5 All staff within CSET are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. All staff must read the latest 'Keeping Children Safe in Education' guidance Part One (pages 5- 13). It is also particularly advisable for staff to read Annex A (pages 51-58) -September 2016). They must sign to acknowledge that they have read and understood the information. Any member of staff, volunteer or visitor to a CSET school who becomes aware of a

safeguarding concern or allegation must report it immediately to the DSL (or deputies). All staff need to understand the role of the DSL. Any adult (including staff and parents) may raise concerns directly with Children's Social Care Services or other agencies if they feel there is a need. The contact number for the South Gloucestershire Access and Response Team is 01454 866000 (the out of hours emergency duty team contact number is 01454 615165).

3.6 All pupils and students within CSET should be aware of behaviour towards them that is not acceptable and how they can keep themselves safe and manage risks. They should develop their resilience and a sense of responsibility towards themselves and others throughout their school career. Pupils and students should be able to identify a number of adults within their school community whom they trust. They should understand their right to be listened to and heard, and know what steps can be taken to protect them from harm.

3.7 Each CSET school has its own child protection guidance for visitors ensuring they are aware of their duty to safeguard pupils and students. Each school has effective systems in place to ensure all visitors have safe entry and are recorded when entering its site. All visitors who do not hold an up to date DBS check will be supervised by a member of staff at all times.

4. PRACTICAL ADVICE

Teachers and other adults in each CSET school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm or be at risk. Staff may notice changes in pupils or students over a period of time which may lead to a concern or to a disclosure of abuse.

4.1.a) Some signs and symptoms which may indicate child abuse

Physical abuse is defined as being physically violent to a child. Signs or symptoms could include: bruises, lacerations and burns which may be apparent, particularly when children change clothes for PE. PE staff are in a particularly strong position to notice possible signs of abuse. They should also be aware of the pupils or students who, for no particular reason, decide that they will not change in front of other pupils or students and who may be trying to hide marks on their body.

Neglect is defined as failing to provide the things needed for a child to grow. Signs or symptoms could include: inadequate clothing, dirty appearance, poor growth, hunger, poor hygiene, a child who thrives away from home.

Sexual abuse is defined as exploiting a child sexually. Signs or symptoms could include: detailed sexual knowledge inappropriate to their age, drawing/writing sexually explicit pictures/stories, promiscuity, being excessively affectionate or sexual.

Emotional abuse is defined as making a child feel unwanted, ugly, worthless, guilty and unloved. Signs or symptoms could include: excessive dependence or attention seeking behaviour, age or developmentally inappropriate

expectations, over protected/ prevented from taking part in normal social activities, over readiness to relate to anyone-even strangers, seeing or hearing the ill treatment of another person.

These signs can do no more than give reason for suspicion; they are not, in themselves, proof that abuse has occurred. However, all staff should be alert to such signs. For more detailed definitions refer to Appendix A.

4.1.b) The vulnerability of SEND pupils/students (pupils or students with special educational needs/a disability).

Staff need to be particularly mindful that SEND pupils/students can be very vulnerable and so there, in particular, staff need to be aware of possible signs and symptoms regarding these pupils/students.

4.2. Information about ‘honour based’ violence including Female Genital Mutilation (FGM)

So called ‘honour based violence (HBV) encompasses crimes which have been committed to protect the honour of the family including FGM, forced marriage and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If staff have concerns then they should speak to the DSL for their school. In relation to FGM the statutory guidance ‘Keeping Children Safe in Education’ specifies that teachers should consider and discuss FGM with their School’s Designated Lead unless there is good reason not to do so.

The following link refers to FGM.

<https://www.gov.uk/government/collections/female-genital-mutilation>

FGM is defined by the World Health Organisation as “all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons”.

Since 1985 it has been a serious criminal offence under the Prohibition of Female Circumcision Act to perform FGM or to assist a girl to perform FGM on herself. The FGM Act 2013 tightened this law to criminalise FGM being carried out on UK citizens overseas.

All staff within CSET should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Victims of FGM are likely to come from a community that is known to practice FGM such as North African countries, including Egypt, Sudan, Somalia and Sierra Leone. FGM frequently involves young girls between the ages of infancy and 15 years of age.

There is a statutory duty upon teachers along with regulated health and social care professionals to report to the police where they discover (either through disclosure by the victim of visual evidence) that FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence

and **they should not be examining pupils or students**. However, some warning signs may be, for example, girls being withdrawn from PSHCE, being taken on a long holiday, or reports of others in family having undergone FGM.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. As a reminder, unless the teacher has a good reason not to, they should also still consider and discuss any such case with their school's Designated Safeguarding Lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following link refers to a FGM factsheet which includes a useful summary of the FGM mandatory reporting duty:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Information on when and how to make a report can be found using the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf

4.3 Information about Child Sexual Exploitation (CSE)

The following link refers to CSE.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.

Staff in CSET need to be mindful of warning signs, which may include: disengagement from education, poor school attendance and going missing for periods of time. However, it also important to recognise that some young

people who are being sexually exploited do not exhibit any external signs of this abuse.

Any concern that a student may be involved in sexual exploitation or is at risk of such involvement must be taken to the DSL immediately.

Further details can be found by looking at the CSE guidance and SERAF on the South Gloucestershire Council website.

<https://sites.southglos.gov.uk/safeguarding/children/i-am-a-childyoung-person/child-sexual-exploitation-cse/>

<http://edocs.southglos.gov.uk/cse>

4.4 Information about Preventing Radicalisation

The following link refers to information about radicalisation and the Prevent duty.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

In CSET, we foster due regard to the need to prevent pupils and students from being drawn into terrorism (following The Counter-Terrorism and Security Act 2015).

Radicalisation: the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism: vocal or active opposition to British values (including democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs).

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.

Pupils and students 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 all staff are able to recognise those vulnerabilities.

Possible indicators of vulnerability could include:

- identity crisis – the pupil or student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- personal crisis – the pupil or student 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 pupil's or student'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 pupil or student may have perceptions of injustice, a feeling of failure, rejection of civic life;
- experience of criminality – which may include involvement with criminal groups;
- Special Educational Need – pupils or students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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.

Any concern that a pupil or student may be involved in extremism or is at risk of such involvement must be taken to the DSL immediately.

4.5 Information on Children Missing From Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. All staff should follow the local school's safeguarding procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in the future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils and students are boarders, an attendance register. All pupils and students must be placed on both registers.

All schools must inform their local authority of any student who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system, e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have 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, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a student from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, and in any event no later than deleting the student's name from the register. It is essential that schools comply with this duty, so that local authorities can (as part of their duty) identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

5 CHILD PROTECTION ESSENTIAL PROCEDURES

Any adult with a safeguarding/child protection concern must pass this on to the school's DSL(s).

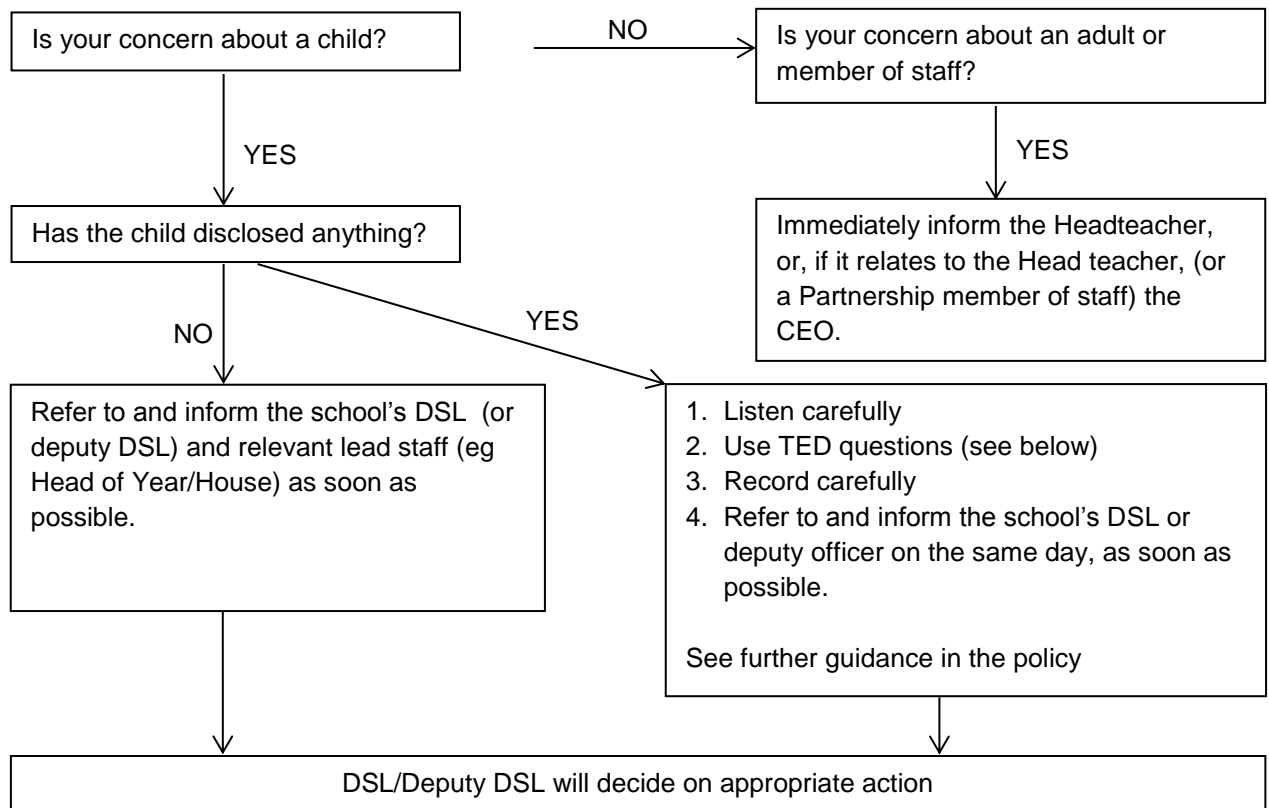
It is essential that this is done as a priority on the same day.

If the first named DSL is not available, the adult has a duty to pass the information on to another named officer.

Reception/PA personnel will assist in locating the DSL or a member of the senior team.

It is important to respect a child's right to confidentiality; only people who need to know are party to details of any abuse to that child.

5.1 How to report concerns



5.2 How to deal with a disclosure

Do:

1. If a child discloses to you: it is important to listen carefully, ask open questions to clarify what has happened. (TED questions are helpful: tell me/explain to me/describe to me)
2. Reassure the child that they are right to tell, that it is not their fault
3. Tell the child you need to talk (to the DSL) and get help for them: prepare them for the fact that others will be involved
4. Make a careful record of the details as the child has related them

Don't:

1. Ask any leading questions: let the child talk. It is not your job to investigate: this is the role of the police/social services
2. Jump to any conclusions, speculate or accuse anybody
3. Make promises you cannot keep: you cannot keep this confidential
4. Delay in talking to the DSL about your concern: early referral gives others more time to make better arrangements for the child's safety

5.3 Areas of particular risk

In each CSET school there will be areas of particular risk both on and off the site.

Each school is responsible for assessing and monitoring these risks and providing adequate relevant support and training.

These could include:

- geographical isolation on the school site;
- physical intervention;
- personal care;
- intimate care;
- changing for PE and swimming;
- 1:1 working;
- overnight stays;
- host families.

Also see 9.2 for separate policies/guidance for additional information.

6 CHILD PROTECTION RECORD KEEPING

CSET schools will:

- keep clear detailed written records of concerns about pupils or students (noting the date, event and action taken);
- ensure all records are kept confidentially in a secure place and each pupil or student will have a separate file;
- ensure that a copy of all child protection records is forwarded, or handed over in person, to a pupil's or student's new school following a transfer. This CP file is separate to their school file and confirmation that the new school has obtained it must be received

7 CONFIDENTIALITY AND INFORMATION SHARING

All staff must ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff must seek advice from a senior leader or outside agency as required.

The Headteacher or DSL will disclose any information about a student to other members of staff who need to be informed.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets. All CSET schools will follow normal protocols for sharing information with parents/carers unless to do so jeopardises the welfare of the child.

8. COMPLAINTS PROCEDURE

8.1 Managing Allegations Against Staff

For complaints/allegations against staff, including the Headteacher, please refer to detail in the separate Allegations of Abuse Against Staff Policy and the Safer Recruitment Policy. The check list for Headteachers to use in such circumstances forms part of the Managing Allegations Against Staff Policy and is attached as Appendix C. Further detail can be found in Keeping Children Safe in Education (September 2016, part 4). In addition, referral or guidance can be sought by the LADO (Local Authority Designated Officer). The contact telephone number for the LADO is 01454-868508.

8.2 Managing Allegations Against Other Pupils or Students (such as peer on peer abuse)

Occasionally, allegations may be made against pupils or students by others in the school, which are of a safeguarding nature. It is likely that to be considered a safeguarding allegation against a pupil or student, it may involve an older pupil's/pupils' or student's/students' behaviour towards a younger student or a more vulnerable student and may include a criminal offence.

Some examples of safeguarding issues against a student:

- Physical Abuse could include violence (particularly pre-planned), forcing others to use drugs or alcohol;
- Emotional abuse could include threats and intimidation;
- Sexual Abuse could include indecent exposure, indecent touching or serious sexual assaults;
- Sexual Exploitation could include encouraging other children to post inappropriate photos/videos or take part in sexting;
- Radicalisation could include pupils or students being encouraged to join/take part in activities which conflict with British values.

When an allegation is made by a pupil or student against another pupil or student, members of staff will consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern regarding the perpetrator or the victim the DSL should be informed and the DSL will make decisions whether to involve social services or the police; if neither are involved and the allegations relate to a member of staff then the school will carry out a thorough investigation into the alleged matter using the CSET disciplinary procedures.

If social services or the police are not involved in relation to the pupil/student then the school will investigate the matter under their local procedures.

9. STATUTORY FRAMEWORK & GUIDANCE

9.1 The duty to share information is mandatory; legal responsibilities and duties are detailed across this policy and originate from the following, where they can be found in greater detail:

- Working together to Safeguard Children March 2015;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

- Keeping Children Safe in Education September 2016;
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
- What to do if you're worried a child is being abused: advice for practitioners March 2015;
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
- Information sharing March 2015.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

9.2 Other Related Policies

CSET Trust wide Policies

- Complaints
- The Disciplinary Procedure
- The Grievance Procedure
- Whistleblowing Policy
- Allegations of Abuse against Staff
- Health and Safety (including First Aid)
- Staff Code of Conduct
- Equality (includes Anti Bullying)
- Safer Recruitment

School Policies:

- Sex Education, (Schools may also include Relationships and Health in the title of this policy)
- SEND
- Supporting pupils or students with Medical Conditions
- Attendance
- Behaviour

These and other policies will be made available to staff.

In addition to the above schools may also have other policies which are relevant e.g.

- ICT Acceptable Use (Staff and Pupils or Students)
- Educational Visits
- Drugs Use and Misuse
- Social Media

APPENDIX A

Definitions and categories of child abuse

Abuse: A 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 another child or children.

Further definitions drawn from the HM Government Publication 'Working together to Safeguard Children' (March 2015) are:

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.

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.

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.

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 serious bullying (including cyberbullying), 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.

APPENDIX B: Looked After Children (Children in Care)

Definition

Section 20 of the Children and Young Persons Act 2008 requires the governing body of a maintained school to designate a member of staff (the 'designated teacher') to have responsibility to promote the educational achievement of looked-after children who are registered pupils at the school. CSET must also comply with this requirement as part of the Funding Agreement.

Definition of a Looked After Child - The Children Act 1989:

A child is looked after by a local authority if he or she:

- has been provided with accommodation for a continuous period of more than 24 hours;
- is subject to a Care Order;
- Is subject to a Placement Order.

There are a number of reasons why a child may become looked after:

- family breakdown or crisis;
- family in need of support;
- significant harm, abuse or neglect.

Designated Teacher: Roles and Responsibilities

The governing body must ensure that the designated teacher undertakes appropriate training. The designated teacher must be a qualified teacher, a headteacher or acting head teacher of the school.

The designated teacher has a leadership role in promoting the educational achievement of every looked after child on the school's roll. The role should make a positive difference by promoting a whole school culture where the personalised learning needs of every looked after child matters and their personal, emotional and academic needs are prioritised.

The designated teacher leads on how the Personal Education Plan (PEP) is developed and used in school to make sure the child's progress towards education targets is monitored. However, in order to achieve this effectively, the role entails a much wider range of responsibilities and functions, as outlined in more detail below.

The designated teacher should have lead responsibility for helping school staff to understand the things which can affect how looked after children learn and achieve. This work will ensure that everyone involved in helping looked after children achieve understand that in order to do this they need to:

- have high expectations of looked after children's involvement in learning and educational progress;
- be aware of the emotional, psychological and social effects of loss and separation from birth families, the reasons for that separation and that some children may find it difficult to build relationships of trust with adults because of their experiences;

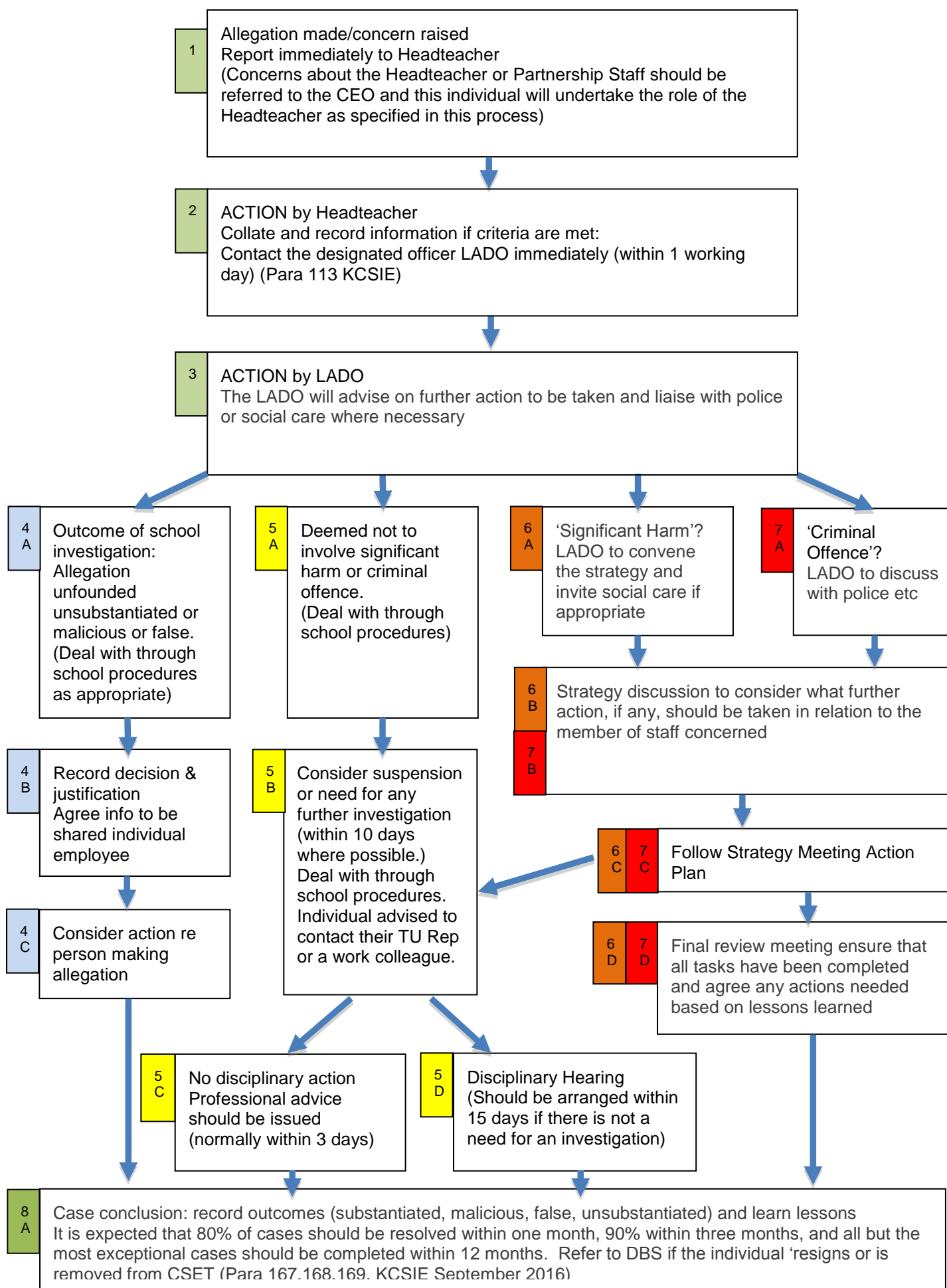
- understand the reasons which may be behind a looked after child's behaviour, and why they may need more support than other children but the teacher should not allow this to be an excuse for lowering expectations of what a child is capable of achieving;
- understand how important it is to see looked after children as individuals rather than as a homogeneous group and to not publicly treat them differently from their peers;
- appreciate the importance of showing sensitivity about who else knows about a child's looked after status;
- appreciate the central importance of the child's PEP in helping to create a shared understanding between teachers, carers, social workers and most importantly, depending on age and understanding, the child him or herself of what everyone needs to do to help them to achieve their potential;
- have the level of understanding they need of the role of social workers, the Virtual School Headteacher and how education – and the function of the PEP – fits into the wider care planning duties of the authority which looks after the child.

In promoting the educational achievement of looked after pupils the designated teacher should:

- contribute to the development and review of whole school policies to ensure that they do not unintentionally put looked after children at a disadvantage;
- make sure, in partnership with other staff, that there are effective and well understood school procedures are in place to support a looked after child's learning. Particular account should be taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what he or she can achieve;
- promote a culture in which looked after children believe they can succeed and aspire to further and higher education;
- promote a culture in which looked after children are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning;
- be a source of advice for teachers at school about differentiated teaching strategies appropriate for individual pupils who are looked after;
- make sure the school makes use of a wide range of approaches to assessment to improve the short and medium term progress of looked after children and help them and their teachers understand where they are in their learning, where they need to go and how to get there;
- make sure that looked after children benefit from the use of the allotted pupil premium funding and are prioritised in any selection of pupils who would benefit from one-to-one tuition and access to academic focused study support;
- promote good home-school links through contact with the child's carer about how they can support his or her progress by paying particular attention to effective communication with carers;
- make sure that carers understand the potential value of one-to-one tuition and are equipped to engage with it at home;
- have lead responsibility for the development and implementation of the child's Personal Education Plan (PEP) within school in partnership with others as necessary.

Most importantly, the designated teacher is the child's champion in school and the first point of contact for school colleagues, carers and social workers regarding anything to do with the child's education.

Flow chart for review of process of managing an allegation of abuse by a member of staff



For South Gloucestershire Council Schools and Academies ONLY



Allegations Against Those Who Work With Children- Referral & Recording Form

This form must be returned to, Tina Wilson Local Authority Designated Officer (LADO) fax 01454 864504 or e-mail TinaWilson@southglos.gov.uk (if emailing from a South Glos email account)

Otherwise email to TinaWilson@southglos.gcsx.gov.uk

Date of notification to LADO	
Referred by (name & Agency)	
Contact information	
Date of Incident/ Allegation	
Name of Child/Young Person Address	
Date of Birth	
Name of adult	
Date of birth	
Home address	
Role (e.g. teacher, sports coach, volunteer)	
Name & Address of "employing" organization	
Names of significant others	
Nature of allegation: <ol style="list-style-type: none"> 1. Physical abuse 2. Sexual Abuse 3. Neglect 4. Emotional abuse 5. On-line/internet abuse 	
Brief details of alleged incident (include location, precipitating factors, injuries sustained, potential witnesses)	

Did the allegation arise as the result of an authorised physical intervention or restraint?					
<u>FOR COMPLETION BY LADO</u>					
Synopsis of discussion/decisions making (include dates and participants)					
Actions Agreed	<table border="0"> <tr> <td data-bbox="890 672 1029 705" style="text-align: center;">By Whom</td> <td data-bbox="1161 672 1248 705" style="text-align: center;">When</td> </tr> <tr> <td colspan="2" data-bbox="671 705 1465 873" style="height: 75px;"></td> </tr> </table>	By Whom	When		
By Whom	When				
Signed LADO	Date:				

Top-sheet to record process of managing an allegation against a member of staff

Flow-chart	Activity (& Link to SWCCP and the South Gloucestershire Council Safeguarding Board website)	Date?	By Whom?	Note on File?
1	<p>Original allegation/suspicion or concern http://tinyurl.com/nsqx2ud</p> <p>This should be reported to the Headteacher (where there is an issue with the Headteacher or a Partnership member of staff then this role should be undertaken by the CEO)</p> <p>The Headteacher should record the allegation or the concern in writing and sign and date this record. The individual who reported the allegation or suspicion should normally be asked to confirm this in writing and to sign and date this correspondence.</p>			
2	<p>Initial action to be undertaken by the Headteacher.: http://tinyurl.com/k2sfs9k</p> <ul style="list-style-type: none"> - Contact the Local Authority Designated Officer (the 'LADO') in the LA immediately (or within one working day) for an initial discussion to consider the nature, the content and the context of the allegation and to agree a form of action. - The Headteacher should inform the individual employee about the allegation/ concern where this is seen as appropriate by the LADO (or the decision made from a strategy meeting as appropriate). <p>-Please refer to section 5-6 if a strategy meeting is required.</p> <ul style="list-style-type: none"> - Inform the person reporting the allegation or concern of the action that is being taken where possible (if this is seen to be appropriate by the LADO or the agreed outcome from the strategy meeting). In any event this individual will be informed of the outcome by the Headteacher where the matter has been concluded at the school level. . - In extreme cases, suspend the individual employee (or take other action as appropriate e.g. assigning that employee to alternative duties where possible) where recommended by HR following discussion with the LADO (or subsequent to a strategy discussion as appropriate). 			
3	<p>Action taken by LADO http://tinyurl.com/mgulhzu http://tinyurl.com/lmp8b3x</p> <p>The LADO will advise on further action that needs to be taken and will liaise with police or social care where they are or may need to be involved</p> <p>Where the police decide to investigate the case then advice should be sought from the Head of HR for CSET HR for Schools as to whether or not CSET is in a position to investigate any allegations at this stage if the position is not clear following a strategy discussion.</p>			
4	<p>Where the school are informed (usually by the LADO or this outcome may be the result of a formal strategy discussion with multi agencies) that the case should be managed at</p>			

	<p><i>school level:</i></p> <ul style="list-style-type: none"> - Seek advice from Head of HR for CSET - Consider suspension or alternative duties if appropriate (if this has not already been instigated) normally under the CSET disciplinary procedure (the investigation in these circumstances should take place within 10 working days or as soon as possible given the circumstances of the case (e.g. sickness absence of the member of staff). - In exceptional circumstances, once it is clear that the school/Trust is responsible for managing the case, if a disciplinary hearing is required which can be held without further investigation then the hearing should be held within 15 working days. - Inform the LADO of the outcome of the investigation and discuss the information obtained from the investigation as appropriate. <p><i>4.1. If the outcome is that the allegation is unfounded, unsubstantiated or malicious</i> http://tinyurl.com/ox52a4d http://tinyurl.com/qaunbuo Record the decision & why the decision was taken. Confirm the outcome with the individual employee. Consider taking possible action where an employee has made an allegation that appears to be malicious (further advice should be sought where the allegation has been made by a third party).</p> <p><i>4.2. If the outcome is that the allegation not unfounded, but the case does not merit a disciplinary hearing under the CSET disciplinary procedure</i></p> <p>Provide the individual employee with management advice, support and guidance and confirm this in writing to the individual employee normally within three days of the discussion being held.</p> <p><i>4.3. if the outcome of the investigation is a hearing under the CSET Disciplinary Procedure</i></p> <p>In this situation a disciplinary hearing should be convened as soon as possible in accordance with the CSET Disciplinary Procedure</p> <p>(It is envisaged that 80% of cases should be resolved within one month, 90% within three months and in exceptional cases should normally be completed within 12 months).</p>			
5	<p><i>Child at risk of significant harm</i></p> <p>-LADO calls a strategy group meeting involving the police, a senior representative from the school/Trust, the CSET Head of HR, and any other relevant professional e.g. a representative from the health profession.</p> <ul style="list-style-type: none"> - Strategy meeting takes place - Follow strategy meeting action plan - if the outcome is for CSET to manage the process -refer to section 4. <p>http://tinyurl.com/qfurnl http://tinyurl.com/kf2cwho</p>			

6	<p>May constitute a criminal offence http://tinyurl.com/kfovxwx LADO discusses with Police, employer and others Strategy meeting takes place Follows the Strategy Meeting Action Plan CSET would normally suspend the individual employee.</p>			
7	<p>DBS (formerly ISA) http://tinyurl.com/ldf773o Referral made to the Disclosure & Barring Service (DBS) where the individual employee has left the organisation (e.g. where the employee has been dismissed or resigned from his/her post, etc.)</p>			
8	<p>Case conclusion & Learning lessons: http://tinyurl.com/q63f38t</p> <p>Final Outcome:</p> <p>N.B. A judgment should be made on whether or not the allegation is substantiated or not based on all of the information available even though it may not be possible to convene a disciplinary panel. This judgment should be made even if it is difficult to reach a conclusion- e.g. if the employee has resigned with immediate effect before a hearing.</p> <p>The final outcome should be recorded as:</p> <p>(a) Substantiated; (b) False; (c) Malicious; (d) Unfounded; (e) Unsubstantiated (b) The Head of HR for CSET to be informed of the outcome (c) LADO to be informed of the outcome</p>			
<ul style="list-style-type: none"> • There is a legal duty on schools and academies to refer anyone who has harmed or poses a risk of harm to a child or a vulnerable adult. Referrals to the DBS should be made as soon as possible after the resignation or removal of the individual. Please refer to the Head of HR for CSETs for advice. • All records are to be kept on the person's confidential file until the person reaches normal retirement age or for 10 years if that is longer. For more advice on record keeping: http://tinyurl.com/lvb9wvj 				