

## CHILD PROTECTION POLICY

### Rationale

At Chipping Sodbury School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this common goal. All adults in our school community are expected to take welfare concerns seriously and create an environment whereby young people are able to talk about anything that worries them.

The Children Act 2004 places a duty on schools to have a role in preventing abuse not only by adopting sound policies and procedures on the management of situations where there is suspected abuse but also through the curriculum to help students to acquire the skills and attitudes to resist abuse in their own lives and prepare them for responsibilities in their adult lives. Nothing in this policy will undermine the over-riding principle of keeping children safe and putting their best interests first

### Purposes

1. To safeguard and promote the welfare of all students attending the school
2. To provide clear guidelines for all staff in the management of suspected or disclosed abuse
3. To support students' development in ways which will foster security, confidence and independence as an intrinsic part of all aspects of the curriculum
4. To help students acquire skills and attitudes to resist abuse in their own life and to prepare them for responsibilities including parenthood in their adult lives
5. To equip students with the skills to make reasoned informed choices, judgements and decisions
6. To develop effective communication between students, teachers, parents, agencies and other adults working with children

### Guidelines

1. The designated safeguarding lead (DSL) responsible for child protection is a member of the senior team. This is a shared role between 2 members of the senior team to ensure appropriate supervision. (See Annex A below).
2. All child protection issues must be dealt with in accordance with South Gloucestershire Safeguarding Children Board Procedures available on [www.swcpp.org.uk](http://www.swcpp.org.uk) and the DfE document Keeping Children Safe in Education (Sept.2016).
3. Written confirmation will be sought to indicate adults have read and understand the KSCIE (2016) document and the Staff Code of Conduct.
4. All adults at the school have a responsibility to be sensitive to the possibility that a student may have been abused or might be at risk
5. All cases of suspected child abuse must be immediately, internally reported to the relevant House Co-ordinator, Head of House or the designated safeguarding lead (ie a colleague who has participated in Level 2 training). Messages and notes MUST NOT be sent via email, a verbal discussion must take place to refer concerns/disclosures.
6. Should a student disclose information to a member of staff it is very important to listen without investigating by asking only enough questions to establish if there is a cause for concern, re-assure the student it is not their fault, inform the student to whom you will need to pass on the information and make accurate written notes of what was said by both the young person and the member of staff. It is useful to also note the demeanour of the young person. An internal CP log must be completed (kept in the inner staff room) to summarise the key points; additional notes can be attached. A member of staff with Level 2 training will contact the Access and Response Team (ART) to seek advice and discuss the nature of what has been said by the student. (See flow chart).
7. Confidentiality must not be guaranteed although a student will need re-assurance about who will be told and what may happen next.
8. All incidents of child abuse will fall into at least one of four main categories of harm as defined by the Children Act 1989 - neglect, physical injury, sexual and emotional.  
**Abuse** is defined as 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 by another child or children (KCSIE 2016).

9. All staff should be aware of the signs and symptoms associated with child sexual exploitation (CSE)<sup>1</sup>, female genital mutilation (FGM)<sup>2</sup> and children missing education (CME)<sup>3</sup>. See annex B below and KCSIE 2016.
10. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; this must be discussed with the DSL and ART. The duty does not apply in relation to at risk or suspected cases. However, all suspected cases or risks must be raised with the DSL and school safeguarding procedures will be followed.
11. A member of staff must speak with the DSL as a matter of urgency where he/she is concerned that a student may be at risk of honour based violence (HBV) eg. 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.
12. All students will be provided with opportunities to acquire and develop skills for personal and e-safety, together with an understanding of the key concepts of child protection through the taught and informal curriculum of the school.
13. Any incidents of the production and/or distribution of 'youth produced sexual imagery'<sup>4</sup> will be subject to the guidelines within this and the Safeguarding policies (annex C below). Students who are the victims of peer on peer abuse will be supported.
14. Where staff/adults are concerned that young people may be developing extremist views or show signs of becoming radicalised, the DSL should be informed and the Preventing Extremism and Radicalisation Safeguarding Policy should be followed.
15. The school environment will enable every student to feel they are a valued member of the community.
16. The main delivery of child protection education will be through the personal and social education programmes of study supported by the other curriculum areas/ assemblies when opportunities arise.
17. Parents will be informed of the school protocol for dealing with child protection issues via the school website.
18. Students and staff will be provided with up-dates to recognise and avoid risk, and for remaining safe when using new technologies and the internet
19. Staff will receive annual up-dates regarding about child protection and safeguarding matters in line with DfE and SGSCB guidelines with opportunities for professional development made available when necessary: new staff will be introduced to CP matters as part of their induction package; refresher training will occur for all staff on a regular basis; the DSL undertakes external/ multi agency training every two years and participate in up-dates annually. When students with a child protection concern transfers to another school the new school will be informed of the details and written or verbal confirmation obtained that the information has been received.
20. Any information gathered about CP issues, such as domestic violence reports from the Police or admissions information from a previous school, will be logged and stored in the CP file (held with the Head's PA).
21. Known cases of "Private fostering" will be referred to social services, either by recommendation to the adult involved or by the school. "Private fostering" is defined as for under 16s, for more than 28 days and not within direct family links.
22. On admission to the school, steps will be taken to verify the relationship of the adults to the child who is being registered/admitted. Any concerns will be referred to ART.
23. Any concerns or allegations against staff must be reported immediately to the Headteacher, DSL or Chair of Governors, for further guidance refer to the Safeguarding policy. The Head's PA holds the emergency contact details for the Chair or Governors.
24. In an attempt to safeguard the school environment, all staff will wear identification badges and visitors will follow the signing in procedure during school hours. Visitors must not be allowed to move around the school unsupervised.

25. Allegations against the Headteacher must be reported to the Deputy Headteacher, the Chair or Governors or the LA Personnel Manager.
26. Where there are concerns about the way that safeguarding and child protection is carried out in the school, staff should refer to the Whistle-blowing Policy or use the NSPCC whistleblowing helpline 0808 800 5000. It is expected that staff would be able to discuss their concerns before whistleblowing.
27. Where an allegation or suspicion of abuse is made during a work experience, college or work placement, the student will immediately be withdrawn from that activity pending investigation
28. Accurate written notes of all child protection cases must be made and stored in a secure place – this is managed by the Heads' PA and access to the file is limited.
29. On-line Safer recruitment training for interviewing will have been undertaken by at least one panel member on each interview
30. This policy will be monitored by the Governors' School and Business Committees
31. The school will follow the principle established by Lord Scarman in that a child has a right to make his/her own decisions about a course of action.

### **Conclusion**

The implementation of this policy will safeguard and promote the welfare of students, provide clear guidelines for all members of the school community in dealing with child protection issues and prepare young people for responsibilities in their adult lives.

### **Linked Policies:**

Health and Safety

Safeguarding policy

e-safety policy

Preventing Extremism and Radicalisation Safeguarding Policy

Anti-bullying policy

Committee: Business

Approved: Feb 2017

Review date: Feb 2018

Version: 1.2017

### **Annex A**

The Designated Safeguarding Lead is responsible for safeguarding and child protection at [name of school]. The key role of the Designated Safeguarding Lead is to:

manage referrals from school staff or any others from outside the school;

work with external agencies and professionals on matter of safety and safeguarding;

undertake training;

raise awareness of safeguarding and child protection amongst the staff and parents; and

ensure that child protection information is transferred to a student's new school.

### **Annex B**

#### **1Child sexual exploitation (CSE)**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted

pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. All staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

**Inappropriate relationships:**

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

**Boyfriend/Girlfriend:**

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

**Organised exploitation and trafficking:**

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

<sup>2</sup> **Female genital mutilation (FGM)** refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

**Symptoms of FGM**

Female Genital Mutilation (FGM) may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may look uncomfortable.
- spending longer than normal in the toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs.

<sup>3</sup> Children missing education (CME) - Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

Attendance is carefully monitored and poor or irregular attendance is addressed without delay.

In response to the guidance in Keeping Children Safe in Education (2016) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for students who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take students off-roll when they:
  - a. leave school to be home educated
  - b. move away from the school's location
  - c. remain medically unfit beyond compulsory school age
  - d. are in custody for four months or more (and will not return to school afterwards); or
  - e. are permanently excluded

Students who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a student leaves the school, the name of the student's new school and their expected start date is recorded

Annex C

**4 Sexting or youth produced sexual imagery:** When an incident involving youth produced sexual imagery is brought to our attention:

- The incident should be referred to the DSL as soon as possible
- The DSL will discuss the incident with appropriate staff eg House Co-ordinator, Head of House
- Appropriate interviews with the students involved will take place
- Parents/carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to ART and/or the police immediately.

## FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

