

Safeguarding  
and Child  
Protection  
Policy.  
Fortismere  
School

2019

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Fortismere School will ensure that procedures are in place to keep all young people safe. This policy outlines responsibilities to safeguard young people

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<b>Designated Senior Person:</b>	Ms Kirsten Sullivan
<b>Deputy Designated Senior Persons:</b>	Mr Maloney (Designated LAC Teacher) Ms L Brown CPOs: Ms C Lewis, Mr A Ward, Ms K Allaway, Ms R Harris O'Hanlon
<b>Co-Head teachers:</b>	Ms Z Judge/Ms J Davey
<b>Nominated Governor:</b>	Mrs P Dugdale
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## 1. Policy Statement and Principles

This policy is one of a series in the school's integrated safeguarding portfolio which can be found in the staff protocol folder in the RM staff shared area and on the website. The school's safeguarding arrangements are inspected by Ofsted under the judgements for behaviour and safety, and leadership and management.

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

### Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the local safeguarding children board (LSCB). (From 29 September 2019 the LSCB will be replaced by Safeguarding Partners)

### Policy Principles

- 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 on any suspicion or disclosure that may suggest a child is at risk of harm
- Students and staff involved in child protection issues will receive appropriate support

## Policy Aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to students, parents and other partners
- To contribute to the school's safeguarding portfolio

## 2. Safeguarding legislation and guidance

Section 10 of the Children Act 2004 requires the local authority to make arrangements to promote co-operation between itself and its relevant partners and other organisations who are engaged in activities relating to children. Under section 14B of the Children Act 2004 the LSCB can require a school to supply information in order to perform its functions; this must be complied with.

- The Teacher Standards 2012 state that teachers, including head teachers should safeguarding children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The statutory guidance Working Together to Safeguarding Children (2018) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for LSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools.
- The statutory guidance Keeping Children Safe in Education (2019) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards ) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2015. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and student referral units. **All staff have/will be given be given a copy of part One** of this guidance. An electronic copy can be found in the Safeguarding folder folder in RM staff shared area along with Annex A from KCSIE 2019

Research suggests that around 10 per cent of children will suffer some form of abuse, and disabled children are three times more likely to be abused. Due to their day-to-day contact with students, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Young people may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will act on identified concerns and provide early help to prevent concerns from escalating.

### 3. Roles and responsibilities

#### Child Protection Team

<b>Designated Senior Person</b>	<ul style="list-style-type: none"> <li>• Kirsten Sullivan Deputy Head</li> </ul>
<b>Deputy Designated senior persons</b>	<ul style="list-style-type: none"> <li>• Paul Maloney, Assistant Head (LAC)</li> <li>• Lynnette brown, Home School Liaison Officer</li> </ul>
<b>Child Protection Officers</b>	<ul style="list-style-type: none"> <li>• Carole Lewis, Academic Coach KS4</li> <li>• Romina Harris O'Hanlon, Parental Engagement Officer</li> <li>• Andy Ward, Senior Teacher</li> <li>• Karen Allaway, Senior Teacher</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Darrell Barsby, Assistant Head</li> </ul>
<b>LINC Services</b>	<ul style="list-style-type: none"> <li>• Emily Brooks, SENDCo.</li> </ul>
<b>Heads of Year</b>	<ul style="list-style-type: none"> <li>• Irene Cuenca</li> <li>• Anthea Williams</li> <li>• Jo Arrowsmith</li> <li>• Kat Williams</li> <li>• George Lewis</li> <li>• Kathryn Cunningham</li> <li>• Bill Kenny/ Louise Bailey</li> </ul>
<b>Health and Safety Manager</b>	<ul style="list-style-type: none"> <li>• Anne Keogh</li> </ul>
<b>Safeguarding Governor</b>	<ul style="list-style-type: none"> <li>• Mrs Pat Dugdale</li> </ul>

#### The Designated Senior Person:

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with updates every two years
- acts as a source of support and expertise to the school community
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs and young carers
- has a working knowledge of LSCB procedures (form 29 /09/ 19 Safeguarding Partners)
- has an understanding of locally agreed processes for providing early help and intervention
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the student's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a student with a child protection plan leaves the school, their information is passed to their new school and the student's social worker is informed
- where children leave the school, ensures the child protection file is copied for any new school as soon as possible but transferred separately from the main student file
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the

#### LSCB (Safeguarding Partners)

- ensures that all staff sign to indicate that they have read and understood the safeguarding/ child protection policy
- ensures that the child protection policy is regularly reviewed and updated annually
- liaises with the nominated governor and
- keeps a record of staff attendance at child protection training
- makes the child protection policy available publicly, on the school's website or by other means
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made
- works with the head teacher to ensure cases concerning a member of staff are referred appropriately to the Local Authority Designated Officer (LADO) and/or the Disclosure and Barring Service (DBS)

**The deputy designated persons** are appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The Designated Senior Person and Designated persons work as a team and have meetings to review case load.

**The Governing Body** ensures that the school:

- appoints a DSP for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- ensures that the DSP role is explicit in the role holder's job description
- has a child protection policy and procedures, including a staff code of conduct, that are consistent with LSCB (Safeguarding Partners) and statutory requirements, reviewed annually and made available publicly on the school's website or by other means
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the headteacher and allegations against other children
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children
- develops a training strategy that ensures all staff, including the headteacher, receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB (Safeguarding Partners). The DSP receives refresher training at two-yearly intervals
- ensures that all temporary staff and volunteers are made aware of the school's arrangements for child protection
- ensures that the school contributes to inter agency working and plans
- provides a coordinated offer of early help when additional needs of children are identified
- considers how students may be taught about safeguarding, including online as part of a broad and balanced curriculum.

The governing body nominates a member the chair (or in their absence a member of the governing body) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the headteacher.

It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures are in accordance with the LSCB (Safeguarding Partners) and national guidance.

## The Co-Headteachers:

- ensure that the child protection policy and procedures are implemented and followed by all staff
- allocate sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSP and deputies to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensure that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- liaises with the Local Authority Designated Officer where an allegation is made against a member of staff
- ensure that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

## 4. Code of conduct for staff and other adults in contact with Fortismere students

To meet and maintain our responsibilities towards students an agreed standard of good practice is followed. This good practice includes:

- Physical Contact - when physical contact is necessary (first-aid administration, sports coaching, practical guidance in lessons, peripatetic music teaching for example), ask permission to touch the child. Remember, touch must be for the child's benefit.
- Corporal punishment is prohibited.
- Where physical restraint is needed, use no more than is necessary to avoid harm to any of the parties involved. (Under subsection 548(5) of the Education Act 1996, teachers may use 'physical intervention to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child him/herself)'. Teachers' powers under section 4 of the 1997 Act to restrain pupils from engaging in certain activities remain in force. KCSIE 2019 states that the use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.
- Avoid being alone with a pupil in a secluded place. Should a pupil need to be spoken to in confidence, a room with a windowed door should be used and a colleague informed of the intended interview. Visitors must **not** be put in a position of being alone with a child.
- Always avoid being alone with a child changing for sports.
- Avoid becoming personally involved with pupils and their families on extra-curricular activities. This could lead to accusations of favouritism or undue pressure being applied by the family.
- Document uncomfortable situations that may be misinterpreted (e.g. letters of 'adoration' from pupil to teacher, inappropriate conversations, social media) inform CPO/line manager
- Always share concerns about pupils. Do not keep secrets, inform the CPO and enter details of concern on the record form and send to Designated Persons
- Transporting pupils in staff cars is not advised under any circumstances.
- Students should not be given personal information about staff.
- Discourage the use of nicknames and teacher's first names.
- Cyber communication – it is inadvisable to directly email and text message between staff and pupils. If it is unavoidable cc the parents and a member of the Senior Management Team- see Digital policy on further guidance

- Avoid speaking critically to students about other members of staff or students
- Always maintain a professional manner. Avoid teasing, favouritism and losing one's temper
- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them
- encouraging positive, respectful and safe behaviour among students
- being a good listener
- being alert to changes in students' behaviour and to signs of abuse and neglect
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing

## **5. Abuse of Trust**

All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

## **6. Children who may be Particularly Vulnerable**

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. 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 all of our students receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- involved directly or indirectly in sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM) or forced marriage.



The following indicators were added in the KCSIE 2018 update to help staff recognise the potential need for early help: The child who:

- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is at risk of modern slavery, trafficking or exploitation.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- is a privately fostered child.

These lists provide examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs

## **Looked After Children**

We have a designated teacher to promote the educational achievement of children who are looked after and in accordance with guidance ensure that this person has appropriate training.

## **7. Missing Children**

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSP will monitor unauthorised absence, particularly where children go missing on repeated occasions.

## **8. Helping Children to Keep themselves Safe**

Children are taught to understand and manage risk in many different lessons, tutoring, assemblies and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures. The school continually promotes an ethos of respect for children, and students are encouraged to speak to a member of staff in confidence about any worries they may have.

## **9. Support for those involved in a child protection issue**

Being involved in any of the specific safeguarding issues can be devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support students, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep necessary parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety

- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies
- hold regular meetings with all who work in school in the area of child protection
- make our school counselling service available to staff who may need a supervision style meeting

## 10. Complaints Procedure

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student or attempting to humiliate them, bullying or belittling a student or discriminating against them in some way. Complaints are managed by senior staff, the headteacher and governors

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

## 11. If you have Concerns about a Colleague

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's **whistleblowing Policy** enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of governors.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action

## 12. Allegations Against Staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the headteacher. Allegations against the headteacher should be reported to the chair of governors. Staff may also report their concerns directly to police or children's social care if they believe direct reporting is necessary to secure action

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2019)*.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

### **13. Staff Training**

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff and governors will receive an explanation during their induction which includes the school's child protection policy, reporting and recording arrangements, the staff code of conduct and details for the DSP. All staff, including the headteacher) and governors will receive training that is regularly updated and the DSP will receive training updated at least every two years, including training in inter-agency procedures.

Supply staff and other visiting staff will be given part one of the KCSIE and the school's Safeguarding policy.

### **14. Safer Recruitment (refer to Recruitment Policy)**

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in *Keeping Children Safe in Education (2019)* together with the LSCB (Safeguarding Partners) and the school's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role
- provide evidence of their right to work in the UK( pre- employments checks undertaken by Haringey)
- be interviewed by a panel of staff

The school will also verify the candidate's mental and physical fitness to carry out their work responsibilities.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the child protection policy.

The school obtains written confirmation from supply agencies that agency staff have been appropriately checked. Long term supply staff will be added onto the SCR.

The school maintains a single central record of recruitment checks undertaken.

## **Volunteers**

Volunteers will complete an application form and two references will be obtained. Volunteers, including governors will undergo checks commensurate with their work in the school and contact with students.

## **Supervised Volunteers**

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Visitors that are at the school for a short placement will not have DBS checks. The member of staff they are visiting will be responsible for them at all times. They will be signed in and out; they will wear a visitor's badge.

## **Contractors**

The school checks the identity of all contractors working on site and requests DBS checks where appropriate.

## **Cover Teachers**

We use teaching staff agencies that fully vet and hold DBS clearance on all staff. When we book a cover supervisor for the day we always receive vetting information which is held centrally. The cover teachers are made aware of safeguarding procedures within school.

## **15. Site Security**

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Co-headteachers will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

As we are a large site we try to minimise entry during the day by having all visitors to the school come to one entrance which is manned by security staff. If parents or other visitors do not have a pre-arranged meeting they will not necessarily be permitted onto the site.

## **16. External Organisation and Off-site Arrangements**

Where activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

## 17. Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect students we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- Data base – Media consent form can be accessed by all staff- this can be found in with all student data
- use only the student's first name with an image
- ensure students are appropriately dressed
- encourage students to tell us if they are worried about any photographs that are taken of them.

## 18. Online Safety

Clearly the use of technology in schools has grown rapidly and with it the risk that it can pose to students' safety and wellbeing. We aim to enable students to safely access technology whilst simultaneously educating them about potential risks. This process is begun in primary schools and we ensure that as our students' access to different sources grows, so too does their understanding on how to keep safe. For example we have SMART guidelines in each classroom to help keep students safe. The school's **Digital Safety Policy** explains how we try to keep students safe in school. The Digital Safety policy can be found in the staff protocol folder, on the school website. All parents have been sent an electronic copy of the policy

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

*(KCSIE 2019)*

Cyberbullying and sexting by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Smartphones are banned in school which we hope enables students to be free from potential negative influences during the school day. Some students will undoubtedly be 'chatting' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in school.

Staff also receive advice regarding the use of social networking and electronic communication with students.

Useful links for staff can be found in the new guidance published June 2019 – Teaching Online safety. A copy of this guidance is kept in the staff shared safeguarding folder. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811796/Teaching\\_online\\_safety\\_in\\_school.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)

## **19. Child Protection Procedures**

### **19.1 Recognising Abuse**

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

**There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.**

#### **Physical Abuse**

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

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

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

## **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.

### Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

## **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.

### Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2018).

## **Indicators of Abuse**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

## **19.2 Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All students and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the headteacher and the DSP will consider implementing child protection procedures.

## **19.3 Children with Sexually Harmful Behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a student's sexual behaviour should speak to the DSP as soon as possible and log on My Concern.

## **19.4 Sexting**

All incidents involving youth produced sexual imagery should be responded to in line with the school's safeguarding and child protection policy.

When an incident involving youth produced sexual imagery comes to the school or college's attention:



- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should 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 children's social care and/or the police immediately.

For further information refer to the guidance 'Sexting in Schools'

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

## **19.5 Sexual Exploitation of Children**

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

### **Statutory definition of Child Sexual Exploitation**

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

## **19.6 PREVENT - Preventing Radicalisation/Tackling Extremism**

This school works in partnership with the wider community to ensure children and their families are safeguarded from radicalisation and extremism.

In line with the PREVENT duty we will ensure that all staff and governors are trained, informed, recognise vulnerability and mitigate the risks. We will produce an action plan to mitigate identified risks and ensure the curriculum embeds British Values, teaching our staff, children and visitors to be tolerant and have respect for all faiths within our multi-cultural society.

This is underpinned by a range of other school policies including 'e' safety, curriculum, staffing and safer recruitment.

Our school's statement of values respects learner and staff diversity, encourages freedom and openness and promotes the learner voice

## 19.7 Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

If staff have a concern regarding a girl that might be at risk of FGM they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach where FGM has taken place (see following section).

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers Mandatory reporting of female genital mutilation procedural information, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information and guidance for our staff can be found in our staff shared area.

## 19.8 Sexual Violence and Sexual Harassment between Children- Peer on Peer Abuse and Upskirting

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in school. Sanctions will be applied in accordance with our behaviour policy. Students are made aware of the nature of this type of abuse through PRE lessons and assemblies.

Staff receive training to ensure effective management of disclosures of this nature and to ensure that as a school we hold a clear line on what is and isn't acceptable behaviour. For further information read **Fortismere School's guidance on sexual violence and sexual harassment between children in school** (February 2018).

Up-skirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. Our mobile phone code of conduct is in place on school site and on trips which supports us in challenging this criminal behaviour.

## 19.9 Serious Violent crime

Changes to KCSIE (2019) have led to a need for all to have increased awareness of indicators of students potentially putting themselves in situations which may put them at risk of being involved in serious violent crime. Indicators for us may be:

- increased absence from school,
- a change in friendships or relationships with older individuals or groups,
- a significant decline in performance,
- signs of self-harm,

- a significant change in wellbeing,
- signs of assault or unexplained injuries,
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

### **19.10 The Child's Wishes**

Where there is a safeguarding concern, we will always try to take into account the child's wishes and feelings when deciding what action to take and what services to provide or inform. We will always talk to the students about what we intend to do so they are able to give their views and give feedback. Ultimately, we will always endeavour to act with the best interests of the child at the core of our decision making.

### **19.11 Risk Assessments**

Where there has been a report of an issue between students we will always complete a risk assessment which will be shared with appropriate members of staff.

Risk assessments are live documents and as such regular meetings will be held to review them. For more information on risk assessments see the **Fortismere School's guidance on sexual violence and sexual harassment between children in school** (2018)

### **19.12 Contextual Safeguarding**

This means assessments of children should consider the wider environmental factors affecting the child's life that may pose a threat to their safety and/or welfare both in person and online. Schools are encouraged to provide as much contextual information as possible as part of the referral process.

In order to have a clearer understanding of a young person's wider social experiences we work closely with external agencies and families to ensure we are taking these individual experiences into account when dealing with safeguarding concerns.

### **19.13 Reporting Concerns**

**It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.**

#### **Impact of Abuse**

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

#### **Taking action**

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999

- report your concern to the DSP by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- log your concern on My Concern
- seek support for yourself if you are distressed.

### **If you are Concerned about a Student's Welfare**

There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the student if they are OK or if they can help in any way.

Staff should use My Concern to record these early concerns. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSP.

### **If a Student Discloses to You**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a student talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the student know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the students staff will:

- allow them to speak freely
- remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences – staff must remember how hard this must be for the student
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student's mother think about all this
- at an appropriate time tell the student that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the student what will happen next. The student may agree to go to see the designated senior person. Otherwise let them know that someone will come to see them before the end of the day.
- report verbally to the DSP even if the child has promised to do it by themselves
- write up their conversation as soon as possible on **My Concern**

- seek support if they feel distressed

### **Notifying Parents**

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

### **Referral to Children's Social Care**

The DSP will make a referral to children's social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

## **19.14 Confidentiality and Sharing Information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated senior person, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education* emphasises that **any** member of staff can contact children's social care if they are concerned about a child. Information on how to do so is told to staff in training sessions and is on the Safeguarding Noticeboards in staffrooms.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the *headteacher or DSP*.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and students on request.

### **Reporting Directly to Child Protection Agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated senior person, their deputy, the headteacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the student's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

Related safeguarding portfolio policies:

- Behaviour
- Digital Policy
- Complaints procedure
- Whistleblowing
- Grievance and disciplinary

## **20. Special Circumstances**

### **Work Experience**

The school has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in accordance with the guidance in *Keeping Children Safe in Education*

### **Children Staying with Host Families**

The school may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in *Keeping Children Safe in Education*, Annex E to ensure that hosting arrangements are as safe as possible.

Some overseas students may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable

## **21. Multi-Agency Working – Replacement to LCSB**

New Safeguarding Partners and Child death review Partner arrangements are to be in place by 29 September 2019. The three safeguarding partners are:

- the local authority;
- a clinical commissioning group for an area any part of, which falls within the local authority area;

- the chief officer of police for a police area any part of, which falls within the local authority area.

We will work together with the appropriate relevant agencies to safeguard and promote the welfare of our students, including identifying and responding to their needs.

### **Terminology**

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## **22. References**

Working Together to Safeguarding Children (2018)

Keeping Children Safe in Education (2019)

Data protection Act 1998

Racial and Religious Hatred Act 2006

Sexual Offences Act 2003

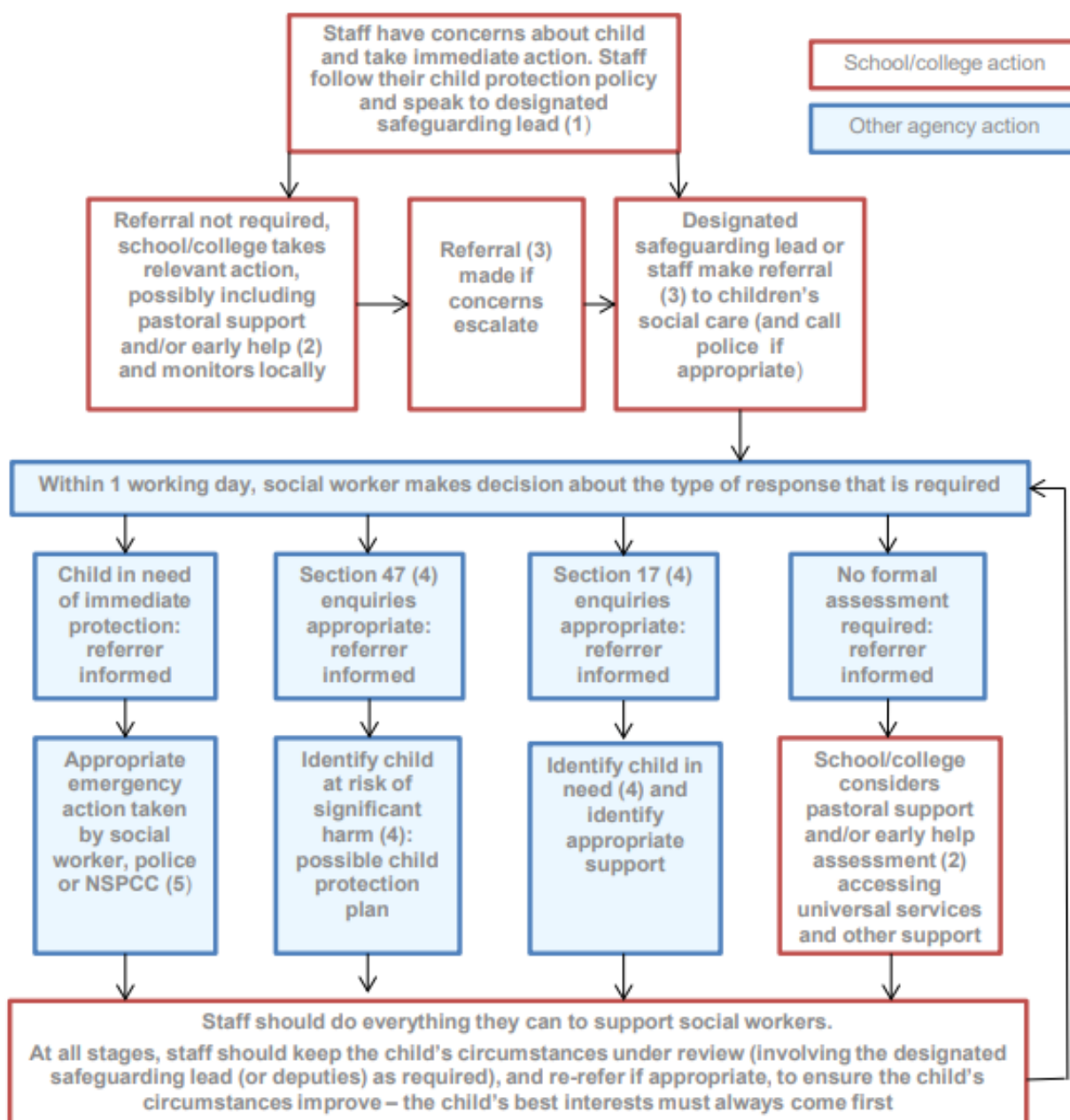
Sexual Violence and sexual harassment between children in schools and colleges (2018)

Fortismere School's guidance on sexual violence and sexual harassment between children in school (2018)

Fortismere School's Mobile Phone Code of Conduct (2019)

Teaching Online safety (2019)

## Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).



## Statement of Agreement September 2019

There is an expectation that every adult working at Fortismere has read, understood the suite of Safeguarding policies at Fortismere School.

1. School safeguarding Policy 2019/20
2. Part one 'Keeping Children safe in Education' 2019
3. Social Media Guidance for Staff 2017

These will then be sent to Ruth Robson.

**Name (PRINT):** .....

**Role at Fortismere:** .....

I have read and understood the Safeguarding/ Child Protection Information and agree to follow the above guidelines. I have a hard copy of Part one keeping Children Safe in School.

Signed: ..... Date: .....