

MoD Schools Overseas

St John's School Child Protection and Safeguarding Policy and Procedure

Date: January 2017

Date of review: January 2018

Executive Principal: Dan Browning

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CHILD PROTECTION POLICY

STATEMENT

The school fully recognises the contribution it can make to support and protect pupils. We will provide a positive school environment which is safe from abuse and in which any suspicion of abuse is responded to promptly and appropriately. If there are circumstances that make any member of staff suspect that a child is suffering from abuse or neglect this must be reported to the **Designated Safeguarding Person(DSP)** or Deputy, as soon as possible, and at least within the same working day that the concern emerges.

PRINCIPLES

- The child's needs are PARAMOUNT
- Safeguarding is everyone's responsibility and all staff have an equal responsibility to act on any suspicion or disclosure that a child is at risk of harm
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- We will always listen to children and give him/her a voice
- All staff members need to be aware of these Child Protection procedures, and will receive appropriate support if involved in a child protection issue
- We will aim to identify any issues early and intervene to ensure that children receive the right support at the right time, and to prevent problems escalating

THE AIMS OF THE CHILD PROTECTION POLICY

Prevention

To ensure a positive school atmosphere; teaching and pastoral support to pupils; assurance that all staff will be appointed in accordance with guidance and safer recruitment practice

Protection

By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns

Support

To all pupils and school staff and especially to children who may have been abused

THE SCHOOL COMMITMENT

Safeguarding and child protection is the responsibility of everyone within the school, although some staff have key responsibilities. We recognise that positive self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children and especially those at risk of, or suffering from, abuse.

Staff will therefore:

- Establish and maintain an ethos where children feel secure, are listened to, and encouraged to talk
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty
- Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse in the real and on-line worlds
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Ensure that every effort will be made to establish effective working relationships with parents, as well as with colleagues from other agencies

LEGISLATION AND GUIDANCE

The School will fulfil its responsibilities as laid out in the following documents:

- The Children Act 1989
- The Education Act 2002 s175 / s157
- Working Together to Safeguard Children (DfE)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE)
- What to do if you are worried a child is being abused (DfE 2015)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Disqualification under the Child Care Act 2006

Associated policy documents

DCYP/MoD Schools Safeguarding Directive
DCYP/MoD Schools Managing Allegations Against Staff Directive
JSP834

Local Command arrangements

British Forces Cyprus (BFC) Safeguarding Board (SB) was established under the authority of the Commander British Forces (CBF) in line with Joint Services Publication (JSP) 834. The BFC SB works within the principles under Section 13 of the Children Act 2004.

BFC SB agrees how local services and professionals should work together to safeguard and promote the welfare of children. The policies and procedures are developed by the BFC SB and its subgroups and are regularly reviewed and updated in line with national legislation, regulations and guidance in the UK primarily the Children Act 1989 and 2004 and Working Together to Safeguard Children. MoD Schools are represented on local Safeguarding Boards/Committees.

The policies, procedures and guidance produced by the BFC SB as Standing Orders are published as an online Child Protection Procedures manual which can be accessed at all times by members of the BFC SB agencies, all related professionals, members of the public, children and young people.

The SSAFA Social Work Service, (SSWS) carries the statutory responsibility in BFC; in effect acting as the local social services.

As well as this statutory requirement, schools have a pastoral responsibility towards their pupils and should recognise that pupils have a fundamental right to be protected from harm. Children learn most effectively when they feel secure.

ROLES AND RESPONSIBILITIES WITHIN SCHOOL

Key Personnel

The Designated Safeguarding Person with lead responsibility is **Andrew Armstrong**

Contact details **0035725963888** **e.mail: andrewarmstrong@stjohnsschoolcyprus.com**

The Deputy Designated Safeguarding Person is **Andrew Holden**

Contact details **0035725963888** **e.mail: aholden@stjohnsschoolcyprus.com**

The nominated Safeguarding Governor is **Jan Dowlen - Gilliland**

Contact details **e.mail: jan@ssafa.org.uk**

The Executive Principal is **Dan Browning**

Contact details **0035724748340** **e.mail: dbrowning@stjohnsschoolcyprus.com**

The Designated Safeguarding Person (or Deputy) * is the first point of contact when there is any safeguarding or child protection concern. They are a member of the Senior Leadership Team and have had additional training in safeguarding which is regularly updated, They know the local processes and procedures to follow. They liaise with children's social care or other agencies as appropriate, and make referrals if necessary. There is a clearly defined set of functions associated with this role.

The School Governance Committee has a nominated Safeguarding Governor who also undertakes additional training in safeguarding. The SGC ensures the school has relevant policies and procedures in place and challenges the school on its safeguarding practice.

The Executive Principal ensures that the safeguarding policy and procedure are understood and being implemented by staff.

All Staff have a key role in identifying concerns early and providing help for children. They are trained to recognise the signs of abuse, neglect and exploitation and know what to do if they have a concern, clearly articulated in the child protection policy.

***The specific responsibilities of the Designated Safeguarding Person are:**

- To have sound knowledge of, and to follow, local Command procedures for child protection
- To ensure that all staff report any concerns about children or suspicion of child abuse to the DSP
- To co-ordinate consultation and action within the school
- To make referrals of all cases of suspected child abuse to Children's Social Care
- To liaise with other agencies and co-ordinate the most appropriate school representative to attend Child Protection conferences/reviews/core groups and related meetings
- To monitor the transfer of pupils and their records, maintaining contact with other relevant schools where there is more than one child in the family
- To attend a range of safeguarding related training, eg Level 3 (multi-agency) training; Prevent; early help; child protection case conferences; domestic abuse
- To ensure that all staff have knowledge about Command procedures through school based INSET and the implementation of a school policy which includes an internal procedure. Facilitating regular updates on current safeguarding/child protection issues annually as a minimum
- Be aware of all school Outdoor Educational Visits and Residentials, and clarify with Outdoor Visits Coordinators their role and responsibility in connection with Child Protection

Key contacts for Multi-agency partners

It is the school's duty to immediately inform Children's Social Care of any cases of suspected or actual abuse.

SSAFA Social Work Service (Cyprus, Brunei, Falklands)

Targeted Services

Army Welfare Service

DEFINITION OF ABUSE AND NEGLECT AND KEY INDICATORS

Abuse and neglect are forms of maltreatment. 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). Abuse may be committed by adult men or women and by other children and young people.

Physical abuse: 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 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, although it may occur alone.

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: 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.

Indicators of abuse – what you might see

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for his/her age.

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. It is very important that you report your concerns straight away – you do not need 'absolute proof' that the child is at risk.

If you suspect a pupil is at risk of harm

There will be occasions when you suspect that a pupil may be at risk, but you have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk. If, following your conversation, you remain concerned; you should discuss your concerns with the DSP.

DEALING WITH DISCLOSURES

If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that, to be able to help them, you must pass the information on – staff are not allowed to keep secrets.

If a child discloses:

- Reassure the child that they have been taken seriously
- LISTEN – do not put words into the child's mouth
- Give the child time – do not stop the child in mid-flow
- To clarify information – use the words Tell, Explain, Describe (TED) to avoid drifting into an investigative interview
- Note the timing and record accurately, using the child's own words
- Know the limit of your role and pass on the information appropriately
- Do not allow the child to believe you will keep the disclosure secret

PROCEDURES TO FOLLOW IF A MEMBER OF STAFF IS CONCERNED ABOUT A CHILD

- Report concerns to the Designated Safeguarding Person or Deputy, or in case of the absence of the DSP and Deputy, directly to the Head Teacher or Deputy Head Teacher as soon as possible and at least within the day the concern emerges
- Complete concerns using MyConcerns website <https://myconcern.education>
- The DSP / HT will discuss concerns with parents, unless to do so would place the child at greater risk
- The DSP / HT may approach the Statutory Social Care Provider for advice or the school's Senior Education Social Worker
- The DSP will make the referral if necessary
- Any member of staff can make a referral if you consider it is not being managed appropriately or if for some reason the DSP/Deputy/Head Teacher is not contactable

REFERRAL TO CHILDREN'S SOCIAL CARE AND NOTIFYING PARENTS

The DSP will make a referral to Children's Social Care if it is believed that a pupil is in need, is suffering, or is at risk of suffering, significant harm. The aim will always be to make a referral with consent, and for the pupil and parents to be informed that a referral is being made. The exception to that is if the DSP believes that to do so would increase the risk to the child, in which case the referral may be made without consent. It is important to note that any member of staff can make a referral if they are concerned about the way in which the case is being managed, or if for an unforeseen reason the DSP or Deputy DSP is not available.

MANAGEMENT OF ALLEGATIONS AGAINST STAFF

There are occasions when pupils accuse staff of abuse or misconduct. It may also be that staff observe inappropriate behaviour by another staff member or volunteer. You must report the matter without delay to the Head Teacher. All allegations will be treated seriously and investigated fully. The Head Teacher will then follow the DCYP/MOD policy directive 3.2.2. Procedure for Managing

Allegations against Staff, and will contact the Safeguarding Manager for MoD Schools mobile 0172 2000964. The matter will be dealt with confidentially while at the same time adhering to the requirement to report any relevant matters in the interests of the child/ren. If there are Local Command procedures in place, these will also be followed, which may include contact with the Allegations Management Officer (known as a Designated Officer in the UK). If the allegation is made against the Head Teacher it must be reported directly to the MOD Schools Named Senior Officer for Safeguarding, who is the Assistant Director of Targetted Services mobile 01722 000992 or military 794048, or alternatively the Principal Officer for Education, who will then initiate procedures as previously described.

<https://www.defencegateway.mod.uk>

ABUSE OF POSITION OF TRUST

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 in the real or digital worlds between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent. Staff receive training on how to identify grooming behaviour. Any such concerns must be reported to the Head Teacher as outlined in the previous paragraph on managing allegations against staff.

CHILD PROTECTION IN SPECIFIC CIRCUMSTANCES

Protecting children from radicalisation

The school knows about the Government's 'Prevent' strategy and, in accordance with the guidance 'Keeping Children Safe in Education', works to protect children from the risk of radicalisation through the teaching of British values and by being alert to behaviour which could indicate they may be in need of help or protection. All staff undertake as a minimum Channel training, the DSP will in addition undertake Prevent training. Staff will pass any concern on to the DSP, as with any other safeguarding concern. The DSP will cooperate with local Safeguarding Board/Committee process and procedure to identify and refer concerns.

Female Genital Mutilation (FGM)

The school has a mandatory reporting duty under Section 74 of the Serious Crime Act 2015 to report to the police where they discover that FGM appears to have been carried out on a girl under 18. All staff undertake the Home Office approved training on FGM, and are alert to the potential indicators that a girl may be at risk of FGM, or has already suffered FGM. They are responsible directly for passing this information onto the Police, and will also alert the DSP as outlined in the child protection procedure.

Child sexual exploitation (CSE)

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. The School is alert to CSE, staff will contact the DSP for advice, who will contact Children's Social Care if they have a concern a young person is at risk of, or already a victim of, CSE.

‘Honour-based’ violence (HBV)

HBV encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. The School is alert to HBV, staff will contact the DSP for advice, who will contact Children’s Social Care if they have a concern about HBV.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151

Peer on peer abuse

Children are vulnerable to abuse by their peers. There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as eg bullying, sexual experimentation. If there is a large difference in power (by age, size, ability, development) between the young people; the perpetrator has repeatedly tried to harm one or more other children; or there are concerns about the intention of the alleged perpetrator, it will be appropriate to define an incident as peer on peer abuse. The school are alert to the possibility of peer on peer abuse and any such incident will be reported to the DSP for further investigation and action as necessary.

Children with sexually harmful behaviour

The management of children and young people with sexually harmful behaviour is complex and the DSP 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.

Private fostering

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned for their safety or welfare.

A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled. Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer. Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are *not* private foster carers.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children’s Social Care as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to, or they chose not to tell agencies about these arrangements.

Children's Social Care are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. The School will notify Children’s Social Care if they become aware a child or young person is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

Looked after children

Children may be looked after as a result of abuse or neglect or, within the context of overseas schools, to support a short term crisis in the family. The school is aware that looked after children are additionally vulnerable and will work together with carers (and parents as appropriate), together with Children’s Social Care to ensure their needs are understood and met.

Bullying

Bullying can be direct (physical, verbal, non-verbal) and/or indirect (cyber-bullying/e-safety). All bullying is a safeguarding issue (for example pupil behaviour and pastoral care) and can also be a potential child protection concern (under the Children Act 1989, if there is ‘reasonable cause to

suspect that a child is suffering, or is likely to suffer, significant harm'). The School has an anti-bullying policy, children and young people are encouraged to talk to staff about any concern, will be supported, and any underlying issue will be tackled. The School will work with key partners as appropriate.

'Preventing and Tackling Bullying – Advice for Head Teachers, Staff and Governing Bodies', October 2014

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 pupil, parents and staff involved but also to ensure that information is not compromised in the event of a criminal investigation. Staff should only discuss concerns with the DSP, Head Teacher, or Targetted Services staff, unless they believe the matter is not being appropriately managed, in which case they can discuss directly with Children's Social Care.

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

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.

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 parent to see child protection records, they should refer the request to the 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.

RECORDS AND MONITORING

Well-kept records are essential to good child protection practice. As part of this process the school have recently began to use the MyConcerns software that provides a comprehensive repository of concerns; helps ensure that concerns are followed up; helps make links that can assist school in addressing trends and therefore further enhances safeguarding throughout school. The School is clear about the need to record any concerns held about a child or children within our setting, on the understanding that:

- All written information concerning child protection is kept securely in a central file held by the DSP
- All written information should be dated and timed and should only contain factual information that cannot be misinterpreted, using the child's own words as far as possible
- Any third party involvement should be clearly acknowledged
- All CP records should be kept separate from school educational files
- When a child transfers to another school, the information will be transferred to the new school's DSP immediately, taking the necessary steps to ensure its security in transit

The use of the MyConcerns software assists with the points above.

<https://myconcern.education>

WORKING WITH PARTNER AGENCIES

No one agency alone can safeguard and protect children. Professionals need to work together and share information appropriately. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. The school works to the Government guidance 'seven golden rules for information sharing', and in accordance with Safeguarding Board protocols.

SUPPORTING PUPILS AT RISK

The School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The school may be the only stable, secure and predictable element in the lives of children at risk.

This school will endeavour to support pupils through:

- the curriculum, to encourage self-esteem and self-motivation
- the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- the implementation of a school behaviour management policy
- a consistent approach, which recognises and separates the cause of behaviour from that which the child displays, this is vital to ensure that all children are supported within the school setting
- regular liaison with other professionals and agencies who support the pupils and their families
- a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so
- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations

VULNERABLE GROUPS

The School recognises that some groups of children are more susceptible to risks than others, and may experience poorer outcomes if their needs are not met. Identifying and supporting individual children and young people within these vulnerable groups is a priority. Groups include:

Children with SEN and disabilities

Children with English as an Additional Language

Children missing education

Children who are 'in need' or who have 'child protection plans'

Children in care

Children at risk of sexual exploitation

Children at risk of female genital mutilation, honour based violence, forced marriage

Children placed for adoption or who are adopted

Young carers

Some minority ethnic children

Lesbian, gay and bisexual pupils

Transgender pupils

Pupils who are pregnant

Children at risk of being drawn into extremism

Part 2 Safeguarding

Statement

The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils, and to protect them from harm in both the real and on-line worlds. The policy and procedures contained in this document apply to all staff, volunteers and SGC members.

Safeguarding and promoting the welfare of children refers to

- the process of protecting children from abuse or neglect
- preventing the impairment of health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- helping children to enter adulthood successfully

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

(Based on Working Together Guidance)

Principles

Our core safeguarding principles which apply to all staff, volunteers and SGC members are:

- Children come first, their welfare and safety is of paramount importance
- It is the responsibility of all staff, volunteers and SGC members to safeguard and promote the welfare of children
- The educational environment we provide for children will be safe, secure and caring where they will be valued as individuals
- We will aim to identify any issues early and intervene to ensure that children receive the right support at the right time
- We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection
- These principles extend beyond the school gates to include off-site and residential visits
- We will all maintain an attitude of “it could happen here” where safeguarding and child protection is concerned
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review

Aims

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent and good practice is embedded across the school
- To use this document as a point of reference when there are safeguarding concerns and to regularly review its effectiveness

Legislation and Guidance

The School will fulfil its responsibilities as laid out in the following documents:

- ☐ The Children Act 1989
- ☐ The Education Act 2002 s175 / s157
- ☐ Working Together to Safeguard Children (DfE)
- ☐ Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE)
- ☐ What to do if you are worried a child is being abused (DfE 2015)
- ☐ Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- ☐ Prevent Duty, Counter Terrorism and Security Act 2015
- ☐ Serious Crime Act 2015
- ☐ Disqualification under the Child Care Act 2006

Associated policy documents

DCYP/MoD Schools Safeguarding Directive

DCYP/MoD Schools Managing Allegations Against Staff Directive

JSP834

The policies and procedures of the Local Safeguarding Board

Within school policies

Attendance

Behaviour

Anti-bullying

On-line safety

Staff conduct

Whistle-blowing

Roles and Responsibilities

Key Personnel

The Designated Safeguarding Person with lead responsibility is **Andrew Armstrong**

Contact details **0035725963888** **e.mail: andrewarmstrong@stjohnsschoolcyprus.com**

The Deputy Designated Safeguarding Person is **Andrew Holden**

Contact details **0035725963888** **e.mail: aholden@stjohnsschoolcyprus.com**

The nominated Safeguarding Governor is **Jan Dowlen - Gilliland**

Contact details **e.mail: jan@ssafa.org.uk**

The Executive Principal is Dan Browning

Contact details: **00 357 24748340** **e.mail: dbrowning@kingrichardschoolcyprus.com**

The Designated Safeguarding Person (or Deputy) is the first point of contact when there is any safeguarding or child protection concern. They are a member of the Senior Leadership Team and have additional training in safeguarding which is regularly updated. They know the local processes and procedures to follow. They liaise with children's social care or other agencies as appropriate, and make referrals if necessary. There is a clearly defined set of functions associated with this role.

The School Governance Committee has a nominated Safeguarding Governor who also undertakes additional training in safeguarding. The SGC ensures the school has relevant policies and procedures in place and challenges the school on its safeguarding practice.

The Head Teacher ensures that the safeguarding policy and procedure are understood and being implemented by staff.

All Staff have a key role in identifying concerns early and providing help for children. They are trained to recognise the signs of abuse, neglect and exploitation and know what to do if they have a concern, clearly articulated in the child protection policy.

Staff Conduct

The school has a staff behaviour policy/code of conduct and adheres to the Safer Working Practice Guidance produced by the Safer Recruitment Consortium. The content of the guidance is discussed at staff meetings.

Good practice includes:

- treating all pupils and other members of staff with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour
- recognising that challenging behaviour may be an indicator of abuse

www.saferrecruitmentconsortium.org

Complaints against employees

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. If a complaint contains information about a safeguarding or child protection concern, the Procedures for Dealing with Allegations against Staff will be followed as outlined in the Child Protection Policy. In all other cases the SCE/MoD Schools Complaints Procedure will be followed. These must be referred to the Head Teacher, unless it is against the Head Teacher in which case it must be referred to the Senior Principal for Education at the Department for Children and Young People.

<https://www.gov.uk>

Staff training

All staff, volunteers and SGC safeguarding governors receive core safeguarding and child protection training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

Level One - all new staff within two weeks of starting work – which will include an Induction Pack on safeguarding, together with Part 1 of Keeping Children Safe in Education; the Child Protection and Safeguarding Policy; and the Staff Behaviour Policy. The DSP will take responsibility for delivering this, the staff members will sign to say they have read and understood the pack.

Level Two (single agency) - all staff within 12 weeks of starting work, updated every two years, this will be delivered by the Targetted Services Senior Education Social Worker.

Level Three (multi-agency) – Head Teachers, Designated Safeguarding Persons and Senior Leadership Team members as appropriate, this is delivered through local Command Safeguarding Board.

All staff will receive as a minimum an annual update on safeguarding related themes, eg safer working practice; on-line safety which will be facilitated by the DSP.

Safer recruitment

All staff will be recruited in line with the guidance contained within Keeping Children Safe in Education and, if offered employment, will include Enhanced Disclosure and Barring Service check, with a Barred List Check for those engaged in regulated activity. Any interview panel will have a least one person trained in Safer Recruitment and the process will be initiated and managed by Defence Business Service (DBS) for teachers and local Labour Support Units for support staff. The school recognises this is only one part of creating a safe environment for children and promotes the safer working practice guidance at all times.

Single Central Record

The single central record is a register of all staff who provide education to children or who come into regular contact with the children in school. It is the responsibility of the DSP to ensure that this record is maintained, accurate and up-to-date. It will include, eg, dates of safeguarding training; the date of Disclosure and Barring Service checks; Disqualification by Association disclosure; and other required checks; as well as relevant qualifications as laid down in the latest guidance. It is inspected by Ofsted.

Monitoring visitors

All visitors to school will report to the school office and may be asked for ID, if appropriate. They will be asked to sign in and given a visitor's badge to wear. If a staff member sees a 'visitor' going around

the school without a badge he/she should challenge the visitor and report the matter to the school office.

Early Help

Providing help early is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. The school is committed to identifying problems as early as possible and has key staff trained in conducting early help assessments, including the DSP, and may act as Lead Professional where that is the preference of children and/or parents. This work will only be done with the consent of the child and/or parent, and the school will work closely with other agencies involved in supporting the child.

Attendance/children missing education

The school closely monitors children's attendance. It is recognised that children with poor attendance are at increased risk from abuse, neglect, child sexual exploitation and radicalisation. The school has a rigorous Attendance Policy which includes a range of measures such as First Day Calling, contact with the Unit Welfare Office, Targetted Services staff, and partner agencies. The aim will be to address any reasons for non-attendance early. However, the Safeguarding Manager for MoD Schools/Inspection Advisory Service/Principal Educational Psychologist will be informed about any child/ren who are regularly absent from school or:

- have missed 10 school days or more without permission;
- has 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;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by a 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;
- have been permanently excluded.

<https://www.gov.uk>

Children with medical needs

There will be occasions when children are temporarily unable to attend school full-time because of their medical needs. The school will arrange education and pastoral support, on a case by case basis to children and young people who are Educated Other Than At School (EOTAS), e.g. as a result of health needs, pregnancy, SEN placement breakdown etc.

Outdoor Education and Offsite Educational Visits

The school values and encourages pupils to take advantage of a wide range of activities away from the school premises. We recognise there are inherent risks in some of these activities, and there will always be consultation with parents. The school has an Outdoor Education Visits Coordinator who will ensure that relevant risk assessments are conducted in accordance with MOD Schools residential

and outdoor visits policy. This will include ensuring that any organisation providing activities will be checked to ensure that they have appropriate procedures in place, including safer recruitment procedures.

Photography and images

Staff will be clear about the purpose of recording images and about what will happen to them once the activity is concluded. Informed written consent from parent/carers is sought in the admissions process. Staff should **ALWAYS** use school issued cameras and video recorders. Personal smartphones, tablets etc. should **NEVER** be used to take and upload photographs. Images should **NEVER** be stored on home computers. Equally, personal photographs of family members, holidays, parties etc. should **NEVER** be taken on school equipment or stored on the school network.

In exceptional circumstances staff can request a waiver to use their own personal equipment. This may be granted if it can be shown that no alternative is available and should always be pre-planned rather than an on the spur of the moment decision. In such circumstances a school SD card must be used and images should only be stored on the school network. You should seek written consent from either the Head Teacher or DSP.

On-line Safety

The internet and related technologies are powerful tools which open up new prospects for communication and collaboration. Education is embracing new technologies as they bring with them fresh opportunities for both teachers and learners. They are a source of fun, entertainment, communication and education. However, the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation, technology often provides the platform that facilitates harm. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school teaches children to stay safe on-line through the curriculum, and also has an E.Safety Coordinator whose role is to coordinate and promote a safe and responsible e-Safety culture across the school. The school's on-line safety policy/acceptable user policy explains what we do to keep pupils safe.

The School and SGC ensure appropriate filters and monitoring systems are in place, so for example, chatrooms and social networking sites are not accessible in school. It is recognised that some pupils will be accessing these sites at home, and we signpost parents and pupils to useful websites to help them understand and evaluate the risks.

<http://www.stjohnsschoolcyprus.com/>

<http://www.ssafa-cyprus.org/>

Views of staff members, parents and pupils on safeguarding issues

The views of staff members, parents and pupils will be sought both formally and informally. We will explore the issue at SGC meetings and staff members, parents and pupils will be formally asked to participate in our parent/pupil /staff surveys.

Part 4

KEEPING CHILDREN SAFE IN EDUCATION (PART 1)



Department
for Education

Keeping children safe in education

**Statutory guidance for schools and
colleges**

September 2016

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Summary

What is the status of this guidance?

This is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This means that they should comply with it unless exceptional circumstances arise.

About this guidance

This document contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply in order to keep children safe. It should be read alongside statutory guidance [Working together to safeguard children](#), and departmental advice [What to do if you are worried a child is being abused- Advice for practitioners](#).

Unless otherwise specified, 'school' means all schools whether maintained, non-maintained or independent schools, including academies and free schools, alternative provision academies, maintained nursery schools¹ and pupil referral units. 'College' means further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992, and relates to their responsibilities towards children under the age of 18, but excludes 16-19 academies and free schools (which are required to comply with relevant safeguarding legislation by virtue of their funding agreement).

Who this guidance is for

This statutory guidance should be read and followed by:

- governing bodies of maintained schools (including maintained nursery schools) and colleges;
- proprietors of independent schools (including academies and free schools), alternative provision academies and non-maintained special schools;² and

¹ The [Early Years Foundation Stage Framework](#) (EYFS) is mandatory for all early years providers. It applies to all schools that provide early years provision including maintained nursery schools. Maintained nursery schools, like the other schools listed under 'About this guidance', must have regard to Keeping Children Safe in Education 2016 when carrying out duties to safeguard and promote the welfare of children (by virtue of section 175(2) of the Education Act 2002 – see footnote 10 for further detail on this requirement).

² The proprietor will be the Academy Trust, where the Academy Trust has entered into a funding arrangement under the Academies Act 2010 concerning an independent school or alternative provision academy.

- management committees of pupil referral units (PRUs).

The above persons should ensure that **all staff** in their school or college **read** at least Part one of this guidance.

The above persons should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of this guidance.

What this guidance replaces

This guidance replaces Keeping children safe in education July 2015.

A table of changes is included at Annex H.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working together to safeguard children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's 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.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.
8. Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
9. **All** school and college staff should be prepared to identify children who may benefit from early help.³ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage

³ Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#)

years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

10. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.

11. The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.⁴

What school and college staff need to know

12. **All staff members** should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the staff behaviour policy (sometimes called a code of conduct); and
- the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

13. **All staff members** should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. **All staff** should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

15. **All staff** should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989⁵ that may follow a referral, along with the role they might be expected to play in such assessments.⁶

⁴ The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

16. **All staff should know what to do if a child tells them he/she is being abused or neglected.** Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

17. **All school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.** Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.

18. Departmental advice [What to do if you are worried a child is being abused- Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on types of abuse and what to look out for.

19. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead.

What school and college staff should do if they have concerns about a child

21. If staff members have any concerns about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

⁵ Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. This can include:

Section 17- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

⁶ Detailed information on statutory assessments can be found in Chapter 1 of [Working together to safeguard children](#)

22. If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool [Reporting child abuse to your local council](#) directs staff to their local children's social care contact number.
23. See page 10 for a flow chart setting out the process for staff when they have concerns about a child.
24. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
25. If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
26. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.
27. If a **teacher**⁷, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the **teacher** must report this to the police. See Annex A for further details.

What school and college staff should do if a child is in danger or at risk of harm

28. **If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. [Reporting child abuse to your local council](#) directs staff to their local children's social care contact number.

Record keeping

29. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

⁷ Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': "teacher" means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Why is all of this important?

30. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.⁸

What school and college staff should do if they have concerns about another staff member

31. If staff members have concerns about another staff member, then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part four of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

32. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

33. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

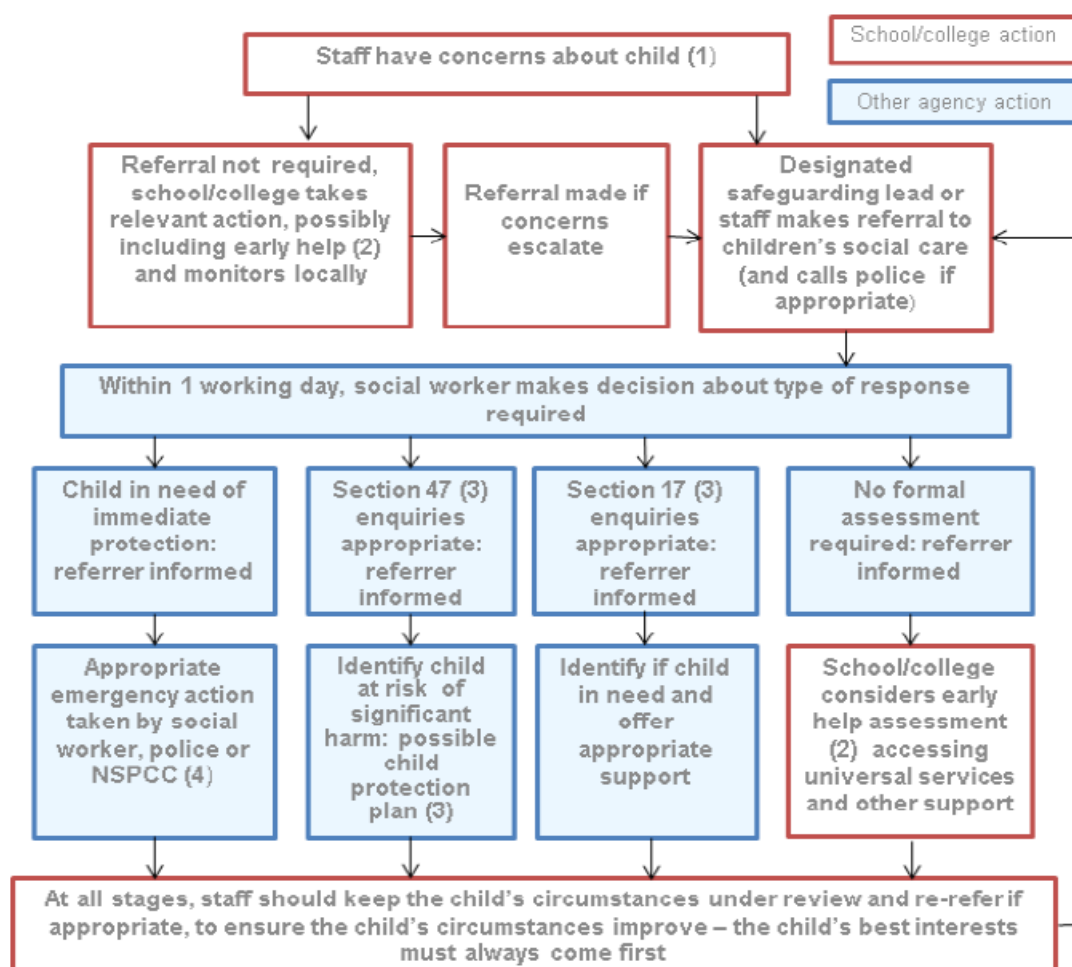
34. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk⁹

⁸ [Serious case reviews, 2011 to 2014](#)

⁹ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



1. In cases which also involve 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. 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. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#)
4. This could include applying for an Emergency Protection Order (EPO).

Types of abuse and neglect

35. **All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

36. **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 by another child or children.

37. **Physical abuse:** 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.

38. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and 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 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, although it may occur alone.

39. **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.

40. **Neglect:** 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.

Specific safeguarding issues

41. **All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.**
42. **All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.**
43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- [bullying including cyberbullying](#)
- [children missing education](#) – and Annex A
- [child missing from home or care](#)
- [child sexual exploitation \(CSE\)](#) – and Annex A
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – and Annex A
- [forced marriage](#)- and Annex A
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)

- [hate](#)
- [mental health](#)
- [missing children and adults](#)
- [private fostering](#)
- [preventing radicalisation](#) – and Annex A
- [relationship abuse](#)
- [sexting](#)
- [trafficking](#)

44. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex.

Part 4 Summary of Child Protection Procedure

Guide to CP Procedure

If a child discloses:

- ☐ Reassure the child that they have been taken seriously
- ☐ LISTEN – do not put words into the child's mouth
- ☐ Give the child time – do not stop the child in mid-flow
- ☐ To clarify information – use the words Tell, Explain, Describe (TED) to avoid drifting into an investigative interview
- ☐ Note the timing and record accurately, using the child's own words
- ☐ Know the limit of your role and pass on the information appropriately
- ☐ Do not allow the child to believe you will keep the disclosure secret

Where it is suspected that a child is suffering from, or is at risk of, significant harm all staff must follow the procedures set out below:

- ☐ Report concerns to the Designated Safeguarding Person (DSP) or Deputy, in case of their absence, directly to the Head Teacher within the day the incident occurs
- ☐ Complete a Record of Concern form (copies are held in the staff room) briefly stating concerns/disclosure in a factual manner
- ☐ The DSP will discuss concerns with parents, unless to do so would put the child at greater risk
- ☐ The DSP will approach Statutory Social Care for advice and, if necessary, make a referral
- ☐ **You can make a referral directly to Statutory Social Care if you are concerned about a child and believe it is not being managed appropriately**
- ☐ Insert contact details

My Concerns would usually be used in lieu of this form

<https://myconcern.education>

Part 5

RECORD OF CONCERN FORM

CHILD'S NAME..... DATE.....

ADULT'S NAME..... POSITION..... TIME.....

CONCERN / OBSERVATION – Factual account of the incident personally witnessed or information you have been told by pupil or another person -Who? What? Where? When? (Continue over if necessary)

WITH WHOM HAS THE INFORMATION BEEN SHARED?

SIGNED..... DATE..... TIME.....

Please pass to the Designated Safeguarding Person or Deputy

ACTION TAKEN AND BY WHOM

- 1.
- 2.
- 3.

OUTCOME

NAME..... SIGNATURE..... DATE..... TIME.....

ACTION TAKEN by DSP

SIGNED.....DATE.....

