



**The Cornelius Vermuyden School
Child Protection Policy
(Safeguarding Children)**

CHILD PROTECTION POLICY FOR SCHOOLS
COVER SHEET

KEY CONTACTS WITHIN THE SCHOOL (2015-2016)

DESIGNATED CHILD PROTECTION COORDINATOR (“DCPC”)

NAME: Jonathan Hibben

CONTACT NUMBER: 01268 685011

DEPUTY DESIGNATED CHILD PROTECTION COORDINATOR
 (“Deputy DCPC”)

NAME: Nicola Bainbridge

CONTACT NUMBER: 01268 685011

NOMINATED GOVERNOR FOR CHILD PROTECTION

NAME: Christine Bonham

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

The EDUCATION SAFEGUARDING SERVICE is able to provide advice and consultancy.

CONTACT NUMBER: 01245 436744

E-MAIL: education.safeguarding@essexcc.gov.uk

SET Procedures 2011: <http://www.escb.co.uk/>

REFERRAL TO SOCIAL CARE SERVICES

Where schools have URGENT and IMMEDIATE concerns for the safety and welfare of a child or young person during office hours telephone 0845 606 1212

To make URGENT referrals OUT OF OFFICE HOURS telephone 0845 606 1212

For all NON – URGENT referrals and enquiries telephone 0845 603 7627

Introduction

This policy is a review of the policy dated September 2011 and updated in July 2013. It has been written with reference to the Model Child Protection Policy for Schools from ESBC;

“Safeguarding Children and Safer Recruitment in Education” (DFE ref: 04217-2006BKT – EN);

“Working Together to Safeguard Children” 2006;

The SET (Southend, Essex and Thurrock) Child Protection Procedures;
“Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings” (Feb 2005) produced by the National Network of Investigation and Referral Support Co-coordinators and the Essex Safeguarding Children Board (ESCB) Guidelines

The SET (Southend, Essex and Thurrock) Child Protection Procedures and the Prevent Duty Guidance for specified local authorities HMI June 2015.

Principle

The Headteacher, Governors and staff of Cornelius Vermuyden School are aware of the responsibility to safeguard and promote the welfare of all students. The policy is in line with Keeping Children Safe in Education policy (2014) and is set out in accordance with the guidance of the Department for Education on Safeguarding Children and Safer Recruitment in Education. Since members of staff and other individuals, such as helpers, are in contact with students on a daily basis, we recognise that all staff including volunteers have a full and active part to play in protecting our students from harm.

Aims

- to raise awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibility in identifying and reporting possible cases of abuse;
- to ensure and maintain an environment consistent with the provision of safe and effective care for our students;
- to provide a systematic means of monitoring children known or thought to be at risk of harm
- to protect students from maltreatment;
- to ensure that every child is healthy, safe and gets equal opportunities to participate fully in school life.

Support for Vulnerable students

This school believes that it has an important role in militating against the harm that children can experience because of exposure to forms of abuse, e.g. by including activities such as the PSHE or programmes which enable students to build their confidence and self worth within the school curriculum.

We are committed to working with other agencies to support our most vulnerable students. We recognise we can contribute to this by contributing to the CAF process, attending Child Protection Conferences, Core Groups and Child Care meetings. Cornelius Vermuyden School will undertake to regularly review the emotional wellbeing of its students.

Recognising and understanding the signs of child abuse

Categories of Abuse:

- Physical abuse (including FGM)
- Emotional abuse (including domestic abuse and radicalisation)
- Sexual abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child sexual exploitation

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred but:

- must be regarded as indicators of the possibility of significant harm
- justifies the need for careful assessment and discussion with designated / named / lead person, manager (or in the absence of all those individuals, an experienced colleague)
- may require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive, relationship the child may:

- appear frightened of the parent/s
- act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- persistently avoid child health promotion services and treatment of the child's episodic illnesses
- have unrealistic expectations of the child
- frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- be absent or misusing substances
- persistently refuse to allow access on home visits

- be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- an explanation, which is inconsistent with an injury
- several different explanations provided for an injury
- unexplained delay in seeking treatment
- parents/carers are uninterested or undisturbed by an accident or injury
- parents/carers are absent without good reason when their child is presented for treatment
- repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- family use of different doctors and A&E departments
- reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- bruising in or around the mouth, particularly in small babies which may indicate force-feeding
- two simultaneous bruised eyes, without bruising to the forehead (rarely accidental although a single bruised eye can be accidental or abusive)
- repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- variation in colour possibly indicating injuries caused at different times
- the outline of an object used e.g. belt marks, handprints or a hairbrush
- bruising or tears around or behind the earlobe/s indicating injury by pulling or twisting
- bruising around the face
- grasp marks on small children
- bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- linear burns from hot metal rods or electrical fire elements
- burns of uniform depth over a large area
- scalds that have a line indicating immersion or poured liquid (a child getting into hot water on his/her own accord will struggle to get out and cause splash marks)
- old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures. There are grounds for concern if:

- the history provided is vague, non-existent or inconsistent with the fracture type
- there are associated old fractures
- medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- there is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural

rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- developmental delay
- abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or non-attachment
- indiscriminate attachment or failure to attach
- aggressive behaviour towards others
- scapegoat within the family
- frozen watchfulness, particularly in pre-school children
- low self esteem and lack of confidence
- withdrawn or seen as a “loner” – difficulty relating to others

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental sexual activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and the seeking of consent.

Inappropriate sexual behaviour can be inappropriate socially, inappropriate to development or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident, the following factors should be given consideration. The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

Consent – agreement including all the following:

- understanding that is proposed based on age, maturity, development level, functioning and experience
- knowledge of society's standards for what is being proposed
- awareness of potential consequences and alternatives
- assumption that agreements or disagreements will be respected equally
- voluntary decision
- Mental competence

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- inappropriate sexualised conduct

- sexually explicit behaviour, play or conversation, inappropriate to the child's age
- continual and inappropriate or excessive masturbation
- self-harm (including eating disorder), self mutilation and suicide attempts
- involvement in prostitution or indiscriminate choice of sexual partners
- an anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- pain or itching of genital area
- blood on underclothes
- pregnancy in a younger girl where the identity of the father is not disclosed
- physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Female Genital Mutilation

There are four main 'types' of FGM depending on the type of cut that is made.

- Type 1 – the clitoris or the clitoral hood is cut off
- Type 2 – The clitoris and inner lips are removed
- Type 3 – The clitoris, inner lips and outer lips are removed and the skin is sewn to leave only a small opening (infibulation)
- Type 4 – all other harmful procedures (pricking, piercing, burning, scraping etc.).

Girls are at increased risk if:

- their mother/siblings have undergone FGM
- the mother-in-law has a great deal of influence in the family
- no-one has ever raised the issue or provided information to her

FGM can be performed on babies and toddlers, but it most often happens when girls are between the ages of 4-10, most commonly before they enter puberty. The World Health Organisation estimates that around 100-140 million women alive today have undergone FGM.

Recognising the signs of FGM

Difficulties in identifying girls at risk of FGM:

- it is a one off event
- there are limited reasons to examine a girl's genitalia
- most cultures do not enable girls to discuss FGM openly
- families may give no other cause for concern

Signs to look out for:

- knowing that a family belongs to a community in which FGM is practised and making preparations for the child to take a holiday
- prolonged absence from school, with notable behaviour change on return
- possible bladder or menstrual problems, or reports of pain between the legs
- child may also talk about a 'special procedure/ceremony/party' that is going to take place.

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but does highlight common signs which can assist teachers and other professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people or anti-social groups or with other vulnerable peers
- associating with other young people involved in sexual exploitation

- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

E-Safety

Internet / E-Safety (including Cyber bullying)

Children are encouraged to use the Internet as much as possible but at all times in a safe way. Parents are asked to give permission for their children to use the Internet on entry to the school. Parents, students and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the system in and beyond the school. If staff know of misuse, either by a teacher, staff member, volunteer or child, the issue must be reported to the Headteacher without delay.

The Headteacher has overall responsibility for Internet safety and will have access to all passwords provided. The school follows guidelines for Internet use/E-safety laid down by Ofsted, the Local Authority and the Southend, Essex and Thurrock Safeguarding Children Board. The Designated Coordinator, JHibben and Deputy Designated Coordinator have both been trained on CEOP, (Child Exploitation and Online Protection) issued by Essex Police. Please refer to full E safety document or E safety summary.

Any parent reporting an issue that has occurred outside of school should refer it to the Police, in the first instance and be directed to the following Police website: [Children online Exploitation Protection http://www.ceop.police.uk/](http://www.ceop.police.uk/)

The school will ensure that:

- Software is in place to minimise access to and highlight any person accessing inappropriate sites or information.
- Students will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns, the Senior Designated Coordinator for child protection

should be informed immediately).

- Every effort is made to encourage students not to give out their personal details, phone numbers, school, home addresses, computer passwords etc.
- Students adhere to the school policy on mobile phones.
- Training is provided to students, staff and volunteers on e-safety matters where necessary.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

The effect of domestic violence on children is such that it must be considered as abuse. Safeguarding Children and Safer Recruitment statistics confirm the strong link between domestic abuse and child abuse. Our staff must take any incidents of domestic or physical abuse and neglect seriously and take a proactive role in ensuring the safety of those impacted and the school will refer students for additional support.

“The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent it affects their health and development or, at the extreme, causes them significant harm (including self harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti bullying strategies.”

Working Together to Safeguard Children 2006

This policy must be read in conjunction with our Bullying, Discipline, Whistleblowing, Complaints and ICT Policies.

Radicalisation

Radicalisation – a definition:

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as holding extreme political or religious views.

The Headteacher, Governors and staff of the school recognise that we play a significant role in the prevention of radicalisation which includes preventing extremist views and ideologies from being developed.

Recognising the signs of Radicalisation

The school recognises the importance in identifying the early signs of radicalisation. The following are signs of radicalisation that staff need to look for:

- Change to the day-to-day behaviour of the student, becoming increasingly concentrated around an extremist ideology
- Changing their style of dress, particularly in Year 10 or 11
- Loss of contact with other friends not associated with extremist ideology
- They could also be using insulting or derogatory terms to describe other groups opposed by the extremists.

Referral of Radicalisation concerns:

All referrals regarding radicalisation will follow SET procedures linked to ESCB and will be made to the Family Operations Hub, who will then liaise with the police and other external agencies. In extreme cases, the Designated Safeguarding Officer will directly contact the Police. Furthermore, the school will follow the procedures set out by the Essex Safeguarding Children's Board and with reference to PREVENT Safeguarding Children and Young People who are deemed to be vulnerable to extremism procedures.

In tackling extremism and radicalisation, the school will also take account of the following national guidelines and legislation:

- CONTEST (Counter Terrorist Strategy) 2011
- Prevent Duty Guidance for specified local authorities; HMI June 2015
- Channel Duty Guidance 2015
- Counter Terrorism & Security Act 2015
- The Prevent Duty, DfE Departmental advice for schools and child care providers 2015

Staff training

Through induction and INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on. Staff are taught:

- to be familiar with behavioural indicators
- to have completed PREVENT training linked WRAP
- to know the procedure for referring concerns i.e. the referral procedures for extremism and radicalisation are the same as for any other safeguarding concern

The role of the curriculum to prevent Radicalisation

Our broad and balanced curriculum is built on clear values for learning and promotes respect, kindness and awareness of the positive nature of diversity. Children are encouraged to share their views and to recognise and respect that each of us is able to hold our own different beliefs which should not be used to influence others.

They also learn that there are some views and expression of ideas which may be seen as unhelpful or even a “bad choice” and therefore “just not ok”. Our PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, assemblies and tutor time and is integral to the ethos of the school.

It is recognised that children with low aspirations are more vulnerable to radicalisation. We strive to equip our students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves through our values of aspiration, creativity, respect and emotional engagement.

Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are, especially online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet or indeed if anything about their life at home or at School feels unsafe.

Making Children aware of Safeguarding issues

As part of developing a healthy lifestyle, children are taught through the curriculum:

- to recognise and manage risks in different situations and then decide how to behave appropriately
- to judge what kind of physical contact is acceptable and unacceptable

- to recognise when pressure from others (including people they know) threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help
- to use assertiveness techniques to resist unhelpful pressure

Children should feel valued, respected and able to discuss any concerns they have. The school displays children's helpline number notices (NSPCC, Child Line) explaining who children go to if they are worried or need to seek assurance. A culture of openness and honesty is promoted within the school. The school uses Local Authority projects and materials to assist in the delivery of an effective "Keep Safe Curriculum".

Safer Recruitment Policy

Safeguarding our students is of paramount importance as we have a duty of care towards them. Having safeguards in place not only protects and promotes the welfare of children but also enhances the confidence of governors, staff, volunteers and parents. These safeguards focus on the two very important policies of Recruitment and Child Protection.

Prevention of Child abuse

We recognise that for our students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help to prevent abuse.

Therefore, we will:

- establish and maintain an environment where students feel safe and secure and are encouraged to talk and are listened to
- ensure that students know that there are adults within the school who they can approach if they are worried or are in difficulty. The Child Line free phone number 0800 1111 is displayed by the children's payphone
- include in the curriculum activities and opportunities for PSHE, which equip students with the skills they need to stay safe from abuse
- include in the curriculum material which will help students to develop realistic attitudes to the responsibilities of adult life in an age appropriate way
- ensure that wherever possible, every effort will be made to establish effective working relationships with parents and colleagues from partner agencies
- ensure that recruitment processes for new staff will follow DFE guidance as outlined in "Safeguarding Children and Safer Recruitment in Education" (DFE ref: 04217-2006BKT – EN)

All staff and volunteers working regularly with students in school or on residential educational visits will be requested to obtain an Enhanced DBS disclosure.

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within the school and the Local Authority who have specific responsibilities under child protection procedures. Names and contact details of these are found at the end of the policy.

It is the role of the Designated Child Protection Co-Coordinator to ensure that all the child protection procedures are followed within the school and to make appropriate, timely referrals to Specialist Services, Department for Children and Learning, SBC (or Essex, if appropriate) in accordance with procedures as outlined in this policy. If for any reason the DCPC is unavailable, the Deputy DCPC will act in their absence. It is the role of the DCPC to ensure that all staff employed, including temporary staff and volunteers within the school, are aware of the school's procedures as outlined in this policy and to advise staff and to offer support as required.

The Governing Body and SLT are responsible for ensuring that the school follows safe recruitment processes, following the guidelines in "Safeguarding Children and Safer Recruitment in Education" (DFE ref: 04217-2006BKT – EN).

The role of the Nominated Governor for Child Protection is to ensure that the school has an effective policy, that ESCB Guidelines are complied with and to support the school in this aspect. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

The Headteacher advises the Governing Body of any changes to the policy and procedures and the Governing Body approves these changes. The Headteacher also details any training undertaken by staff and Governors and any other relevant issues.

The Safeguarding and Child Protection Co-coordinator, Department for Education, is available to offer advice and support and to ensure that training is available for the school's DCPC.

Procedures for Referrals

Three referral charts are attached to the Appendix section of this document and give a quick guide to the procedures all staff should follow.

All action is taken in line with the following guidance;

- a) Essex Safeguarding Children Board (ESCB) Guidelines, the SET (Southend, Essex and Thurrock) Child Protection Procedures, a copy of which is available in Mr Hibben's Office and published on <http://www.escb.co.uk/>

- b) "Safeguarding Children in Education" (DfES/0027/2004)
<http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/>
- c) "What To Do If You're Worried A Child Is Being Abused" (published by Department of Health, DfES, Department of Culture Media and Sports, Home Office, Office of Deputy Prime Minister and the Lord Chancellors Department) - see Information for Professionals / National Guidance and Legislation on <http://www.escb.co.uk/>
- d) Working Together to Safeguard Children (2006, Department of Health) - see Information for Professionals / National Guidance and Legislation on <http://www.escb.co.uk/>

Members of staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff. However the Headteacher will ensure they are aware of the school's policy and the identity of the DCPC.

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the DCPC (see cover sheet) or in their absence, the Deputy DCPC (see cover sheet). In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

The DCPC or their Deputy will immediately refer cases of suspected abuse or allegations to Essex Social Care Direct by telephone and in accordance with the procedures outlined within module 6 of the SET procedures. The telephone referral to Essex Social Care Direct will be confirmed in writing within 24 hours.

Essential information will include the student's name, address, date of birth, family composition, reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure plus any advice given. This written confirmation must be signed and dated by the referrer. Where possible, the Inter-agency Referral Form (ECC999) should be used (published on "How to refer" on <http://www.escb.co.uk/>)

The school will always undertake to share our intention to refer a child to Social Care Services with the parents or carers unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions, advice will be taken from Essex Social Care Services or Essex Police.

A statement in the school brochure will inform parents and carers about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school child protection policy on request.

Training and Support

The Headteacher and all staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively. This training is kept up to date by refresher training at three yearly intervals as set out in Safeguarding Children and Safer Recruitment in Education DfE.

The school will ensure that the DCPC also undertakes training in inter-agency working that is provided by the Education Safeguarding Service and refresher training at two yearly intervals to keep knowledge and skills up to date. Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities (DfES 0027/2004).

Support is available from the Headteacher and from members of SLT where there are concerns or queries about child protection. All staff have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of the staff Induction Programme and are referred to in the Staff Handbook and in Appendix A of this policy.

Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret, as where there is a child protection concern, this must be reported to the DCPC and may require further investigation by appropriate authorities.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

Records and Monitoring

Well-kept records are essential to good child protection practice. General student information and concerns, which are not of a child protection nature, are recorded on student profiles. However, any member of staff receiving a disclosure of abuse or

noticing signs or indicators of abuse must make an accurate record as soon as possible, noting what was said or seen, putting the event into context and giving the date, time and location. All records must be dated, signed and include action taken and then be given to the DCPC. The DCPC will then complete an EC999 disclosure form which is to be placed in the child protection log.

After completion, the various outside agencies will be contacted if required. These file notes are kept in a confidential file which is separate to other files and stored in a secure place in the DCPC's office. In the same way, notes must be kept of any student who is being monitored for child protection reasons. In the absence of the DCPC, then the Deputy DCPC, the Headteacher needs to complete the disclosure form.

If a student transfers from the school, these files will be copied for the new establishment and forwarded to the student's new school, marked confidential and for the attention of the receiving school's DCPC.

Attendance at Child Protection Conferences and Core Groups

It is the responsibility of the DCPC to ensure that the school is represented or a report is submitted to any child protection conference called for children on their school roll or previously known to them. Whoever attends should be fully briefed on any issues or concerns the school has and must be prepared to make decisions on registration at the end of the conference.

When a child is made subject to a Child Protection Plan, it is the DCPC's responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation. If the school is part of the core group, the DCPC should ensure that there is a record of attendance and issues discussed.

All concerns about the child protection plan and/or the child's welfare should be discussed and recorded at the core group meeting unless the child is at further risk or significant harm. In this case, the DCPC must inform the child's key worker immediately and record that they have done so and the actions agreed. (Refer to the SET procedures (little purple book) chapter 8 for conferences and chapter 9.4 for child protection plans.)

Supporting Students at Risk

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school, their behaviour may still be challenging and defiant or they may be withdrawn.

The school will endeavour to support students 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 students and adults a sense of being respected and valued
- the implementation of the school's Behaviour and Anti-Bullying Policies
- a consistent approach agreed by all staff which will endeavour to ensure that the student knows that some behaviour is unacceptable but s/he is valued
- regular liaison with other professionals and agencies who support the students and their families
- a commitment to develop productive, supportive relationships with parents whenever it is in the child's best interest to do so
- the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations

Recognition that statistically children with behavioural problems and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

This policy should be considered alongside other related policies in school i.e. Behaviour Policy, Anti-Bullying Policy, Use of Physical Restraint Policy and Health and Safety.

Safe School, Safe Staff

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

Only authorised agencies may investigate child abuse allegations (Social Care Services, the Police or in some areas, the NSPCC). Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

The procedure to be followed in the event of an allegation being made against a member of staff is set out within Module 12 of the SET procedures (little purple

book).

The Headteacher or another Senior Manager should in the first instance contact the Local Authority Designated Coordinator (Safeguarding and Child Protection Co-ordinator). Through discussion and consultation, a decision will be made whether to make a referral to Specialist Services. Where the allegation is against the Headteacher, the Chair of Governors will take this action.

If for any reason it is decided that a referral to Specialist Services is not appropriate, it will be necessary to address matters in accordance with the school's Lack of Capability and Disciplinary Procedures policy.

USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

Whistle-blowing

It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Chair of Governors.

Policy Review

The Governing Body will undertake an annual review of the school's policies and procedures relating to safeguarding children and ensure that the related duties have been discharged.

Responding to Child Protection incidents (appendix A)

Key Message

It is the responsibility of each member of staff to report any disclosure made by a student to the named person. This must be carried out as soon as possible.

1. If a student comes to their Pastoral leader or another member of staff, they need to refer them immediately to the DCPC.
2. The Student will then be able to make their disclosure to the DCPC. The Pastoral leader needs to be available during this process to support the DCPC.
3. The DCPC will then complete a yellow disclosure information form and will contact the Family Operation Hub to seek appropriate advice.

URGENT REFERRAL

The Family Operation Hub will inform the school of the best course of action and an EC999 needs to be completed and sent. If the incident needs Police involvement linked to radicalisation, FGM or other forms of abuse, the school will be informed. The Family Operation Hub will then work with the school to liaise with the Police

NON-REFERRAL

If the Family Operation Hub deems the disclosure to be non-serious, a record must be placed in the Child Protection log and in the Pastoral Log. The student will have to be monitored every week for the next 6 weeks to check they are okay. After this period it should be extended to every half term.

Responding to Bullying incidents (appendix B)

Key Message

Whilst bullying occurs amongst all large groups of people, we do not tolerate it and it will always be addressed in the following way:

1. Bullying should be reported to the Pastoral Leader
2. A statement must be taken from the student and witness statements gathered
3. The Pastoral Leader should inform the parent/carer that the matter is being dealt with. The Pastoral Leader leads the investigation and involves relevant staff to resolve the situation
4. If the bullying is substantiated, the parent/carer of the bully is to be informed and the bully makes a verbal and written apology
5. If the situation requires it, a restorative justice session should take place with the

Pastoral Leader

6. Copies of all paperwork to be placed on both students' files

Responding to Racist incidents (appendix C)

Key Message

Respect to all students and staff is our expectation. Any comment or action perceived by someone to be racist must be accepted as such:

1. The member of staff who has reported the racism must complete the necessary paperwork e.g. witness, victim and perpetrator statements
2. The incident must be reported to the Pastoral Leader who will decide what actions must be taken in conjunction with the Assistant Headteacher
3. The victim and the perpetrator's parent/carer must be informed by the Pastoral Leader
4. The R1 paperwork must be completed with the Assistant Headteacher within 24 hours and a meeting will then be organised
5. Copies of all paperwork must go onto the victim's and the perpetrator's files
6. Headteacher to be informed by the DCPC.