



Moordown St John's CE Primary School

Policy for Child Protection and Safeguarding

“A Christian community where commitment to educational excellence changes lives”

Date Approved and Signature of Chair of Directors: *A. Swain 30/03/17*

Review Date: July 2018

A copy of this policy, in large print, is available on request from the school office.

Contents

Introduction and Policy Statement

Taking Appropriate Action

Responding to Disclosures

Sharing Concerns with Parents

Sharing Concerns with Professionals

Monitoring and Evaluation

Appendices

p.24

Good Practice Guidelines

Recognition of Child Abuse and Bullying & Harassment

Definitions of Abuse

Indicators of Abuse

Definition of Bullying

Essential Contacts List

Child Protection Summary for all temporary or supply staff

The Named Designated Staff for Child Protection is:

Mr Peter Herbert (Headteacher): Tel:01202 527683 ext. 203

The Deputy Designated Staff for Child Protection are:

Mrs Gina Angiolini (Deputy Headteacher): Tel: 01202 527683 ext. 211

Mrs Emma Martin (Assistant Headteacher): Tel 01202 527683 ext. 212

The Director responsible for Safeguarding and Child Protection:

Ms Joanne Lappin Tel: 01202 522988

Local Authority Designated Officer (Bournemouth): Mike Masterman: Tel: 01202
456744

Local Authority Designated Officer (Poole): John McGloughlin: Tel: 01202 714740

As an employer we comply with the "Disqualification under the Childcare Act 2006" guidance issued in February 2015.

RATIONALE

As a Church of England Primary School, we seek to further the work of Christ by expecting, nurturing and demonstrating the Fruits of the Spirit (Galatians 5) in our day to day lives. The Fruits of the Spirit include Love, Joy, Peace, Goodness, Kindness, Patience, Gentleness, Faithfulness and Self-control.

Safeguarding and respecting Children's Rights

At Moordown St. Johns we aim to honour and fulfil The United Nations Convention on the Rights of the Child. Almost every country has agreed to these rights.

"Rights" are things every child should have or be able to do. All children have the same rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is best for children in a situation, and what is critical to life and protection from harm. As children grow, they have more responsibility to make choices and exercise their rights.

*This policy refers directly to the following articles:
(Taken from the UN Rights of the Child in 'Child Friendly Speak')*

Article 4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33 You have the right to protection from harmful drugs and from the drug trade.

Article 34 You have the right to be free from sexual abuse.

Article 35 No one is allowed to kidnap or sell you.

Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37 No one is allowed to punish you in a cruel or harmful way.

Article 39 You have the right to help if you've been hurt, neglected or badly treated.

SUCCESS is at the centre of our school's ethos and identity.

S – **Skills** that embed knowledge for a life full of learning and healthy relationships

U – **Understanding** how knowledge and concepts can be applied and built upon to achieve deep learning

C – **Creativity** to use skills and knowledge imaginatively to express oneself and solve problems

C – **Curiosity** to explore, investigate and understand the world

E – **Enjoyment** of life and of learning

S – **Spirituality** where faith is nourished, respected, challenged and lived

S – **Security** in themselves and who they are to reach their full potential

PURPOSE

At Moordown St. John's, within the Christian context that underpins our school's ethos, we aim to create a safe environment where the pupils feel secure, protected and happy. In fostering security, confidence and independence, we are helping to prevent any child being placed at risk of significant harm.

To afford protection to all children in our school.

To enable staff and volunteers to safeguard and promote the welfare of children.

To promote a culture which makes the school a safe place to learn and to work.

This Safeguarding and Child Protection Policy applies to all Directors, employees (including supply staff), volunteers and people using the school. We acknowledge that:

- The child's welfare is of paramount importance and all children have the right to be protected from harm or abuse.
- All staff and volunteers will receive child protection training appropriate to their designation - this is to ensure all staff are aware of the signs and symptoms of abuse.
- Children who are being abused will only tell people they trust and with whom they feel safe and that any member of staff needs to be able to respond appropriately to a child who discloses evidence of abuse.
- It is essential that member of staff's own practice and behaviour puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.

Principles

- To raise the awareness of all school staff to the importance of safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse.
- To ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff.
- To promote effective liaison with other agencies in order to work together for the protection of all pupils.
- To support pupils' development in ways which will foster security, confidence and independence.
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages.
- To take account and inform of policy in related areas such as discipline, bullying and e-safety.

INTRODUCTION AND POLICY STATEMENT

This policy has been developed to ensure compliance with section 175, Education Act 2002, Section 11 C.A. 2004 and Working Together to Safeguard Children 2015 compliant. This policy reflects current legislation, accepted best practice and complies with government statutory guidance: Working Together to Safeguard Children March 2015 and Keeping Children Safe in Education September 2016. The school will follow the Local Children's Safeguarding Board's (LSCB) inter-agency procedures.

Section 175(2) states

The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

The Directors recognise that children have a fundamental right to be protected from harm or exploitation and that pupils cannot learn effectively unless they feel secure. The Directors will, therefore, provide a school environment which promotes self-confidence, a feeling of worth and the knowledge that pupil's concerns will be listened to and acted upon.

Directors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/ carers and other agencies in order to promote children's welfare.

The Directors will also ensure that the school carries out its statutory duties to report suspected child abuse to the Children's Services Directorate (Social Care) and to assist that Directorate acting on behalf of children in need or enquiring into allegations of child abuse. Schools recognise the contribution they can make to protect and support pupils in their care.

The Local Authority is committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection and accepts that it has a legal and moral responsibility to implement procedures, to provide a duty of care for young people, to safeguard their well-being and to protect them from abuse.

AIMS OF THE POLICY

There are three main elements to the school's child protection policy:

- **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models)
- **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to child protection concerns)
- **SUPPORT** (to pupils, staff and children who may have been abused)

FRAMEWORK

At Moordown St. Johns CE Primary School we recognise that schools do not operate in isolation. Safeguarding and child protection is the responsibility of all adults and especially those working with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same child protection procedures.

RESPONSIBILITIES

Moordown St. Johns CE Primary School Directors will:

- Appoint a lead director responsible for safeguarding practice within the school.
- Appoint a Designated Safeguarding and Child Protection Person and deputies who are members of the Senior Leadership Team.

- Require teachers, staff and volunteers to read and implement the Bournemouth and Poole LSCB procedures, school policy and good practice guidelines including the DfE publication 'Keeping Children Safe in Education' (KCSIE 2016) part 1 and any subsequent updates. These are available on request from the school office.
- Ensure that teachers, staff, contractors and volunteers have completed Disclosure and Barring Service (DBS) checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance.
- Ensure they recruit within the safer recruitment and allegations management training guidelines.
- Ensure that the relevant staff have undertaken Common Assessment Framework training and lead professional training.
- Undertake relevant safer recruitment training.
- Have in place safer recruitment procedures including
 - appropriate use of reference checks on new staff and volunteers
 - that all staff (working with under 8s) have been made aware of their responsibilities under 'Disqualification under the Childcare Act 2006' (revised January 2017)
 - there is at least one person on every interview panel that has completed safer recruitment training and this is repeated every five years
 - further checks to ensure any manager is not prohibited from engaging in a 'management role'(evidenced in the Single Central Record (SCR))
 - prohibition checks undertaken for any staff in 'teaching work' (not just those with QTS)
 - checks of the NCTL Teacher Services system for any restrictions imposed by countries in the European Economic Area (EEA) (go to <https://teacherservices.education.gov.uk>)
 - checks that agency workers presenting at the school are the same person whom the agency has provided checks for (evidence ID has been checked)
 - all school Directors have had an enhanced DBS check and barred list check if also in regulated activity (evidenced in the Single Central Record (SCR))
- Have in place procedures to deal with allegations of abuse against members of staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- Ensure staff work to the agreed code of conduct and safer working procedures.
- Ensure contact details for the local authority Designated Officer is easily available and added to relevant policies
- Ensure any external contactors using or on school premises are signed up to Child Protection Procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements, i.e. extended schools.
- Have delegated powers and responsibilities to the Headteacher to ensure everyone connected with the school is aware of and complies with this policy
- Have and use an Anti Bullying and Harassment Policy responding to any complaint of bullying within the school. (See Behaviour Shaping Policy)
- Have an e-safety policy in line with LSCB requirements (See Acceptable Use & E-Safety Policies)
- Have a whistle blowing policy where it is safe to discuss concerns. (summary included in this policy; for full details please refer to separate Whistle Blowing policy)
- Treat all pupils and members of the school community with respect regardless of age, sex, ethnicity, disability, faith or sexual orientation.

- Be aware of the needs of vulnerable groups, identify and action for all identified.
- Ensure that the Headteacher, school personnel and volunteers undertake safeguarding training annually which will be updated regularly as necessary;
- Ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This should be evidenced in Board of Directors' minutes and curriculum planning and lesson plans.
- Annually review all safeguarding policies and procedures.
- Receive an annual report from the Headteacher/Designated Safeguarding Lead on safeguarding pupils in the school.
- Have responsibility for the effective implementation, monitoring and evaluation of this policy.
- Have the responsibility for ensuring that the school complies with all equalities legislation.
- Have responsibility for ensuring funding is in place to support this policy.
- Ensure appropriate filters and appropriate monitoring systems are in place; including review of IT systems to ensure that there is pro-active monitoring of the internet without 'over-blocking' which could lead to unreasonable restrictions as to what children can be taught.
- Have responsibility for ensuring this policy and all policies are maintained and updated regularly.
- Make the policy available to parents and pupils.

Role of the Lead Safeguarding Director

- Work closely with the Headteacher and the Designated Safeguarding Lead
- Ensure policies and systems fulfil all safeguarding and child protection responsibilities national guidance (eg KCSIE 2016) and Local Safeguarding Children Board procedures
- Ensure that everyone connected with the school is aware of this policy
- Take responsibility for the oversight of procedures relating to handling allegations against school personnel and volunteers
- Take responsibility for taking action according to Trust procedures and those of the LSCB where there are allegations against the Headteacher
- Ensure recruitment of school personnel and volunteers is in line with the Safer Recruitment policy
- Undertake safeguarding training that is regularly updated

Role of the Headteacher

- Ensure the implementation of this policy, all procedures and other related policies.
- Ensure everyone connected with the school is aware of this policy.
- Work closely with the Designated Safeguarding Leaders and deputies and the nominated director for child protection.
- Ensure the Designated Safeguarding Lead role is stipulated in the Job Description and the DSL has a copy.
- Ensure there is adequate cover when the Designated Safeguarding Lead is unavailable.
- Provide adequate resources for the Designated Safeguarding Lead to undertake his/her role.

- Ensure DBS checks are undertaken for everyone working in regulated activity with children in the school.
- Ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures.
- Ensure that all new staff undertake induction, training in child protection procedures and are given a copy of the first chapter of 'Keeping Children Safe in Education' September 2016, Appendix A "Further Information" and 'What to do if you're worried a child is being abused' 2015.
- Regularly report to the Board of Directors and keep them updated about child protection issues (maintaining confidentiality).
- Undertake training in safeguarding and child protection at least annually and is regularly updated.
- Provide leadership and vision in respect of equality.
- Provide guidance, support and ensure all staff are adequately trained and updated at least annually.
- Liaise with the Designated Officer in the local authority if there are any allegations against a member of staff.
- Ensure the curriculum equips children to keep themselves safe, actively promotes equality and diversity and fundamental British values, tackles bullying and discrimination and ensures the current and changing risks to children are addressed.
- Monitor the effectiveness of this policy.
- Work with the Designated Teacher and Virtual School Head teachers to ensure Looked After Children fulfil their full academic potential.

The designated safeguarding member of staff will:

- Be a member of the school's senior leadership team.
- The DSL and/or their deputies will be available to staff during school hours.
- Circulate the Safeguarding and Child Protection Policy to all adults and volunteers working within the school and to the extended services of the school.
- Support teachers, volunteers and directors on matters of child protection.
- Act as a point of reference for child protection concerns.
- Update the Essential Contacts sheet.
- Ensure that chronologies are on the files of all Looked after Children, Child in Need, Child Protection pupils and those of young people with mental health issues where harm (actual or potential) to themselves or others is a factor, and all other pupils as agreed/advised.
- Take responsibility for collating and securely storing records of incidents and concerns.
- Attend Child Protection Case Conferences and Core Groups on pupils in their school and provide written reports. Where this is not possible, any member of staff must act on their behalf and be fully briefed prior to attending.
- Attend strategy meetings on children from their school.
- Provide the school's Safeguarding and Child Protection Policy to any parent upon request and publish it on the website.
- Ensure that all new staff, including supply staff, receive safeguarding induction and are given a copy of the induction document and sign upon receipt. (See Induction document)
- Ensure the policy is reviewed annually and any amendments are recorded and dated.
- Ensure whole school safeguarding training every 3 years.
- Attend update training every 2 years.

- Ensure work related placements follow the agreed safeguarding guidelines.
- Provide an annual safeguarding report to school Directors in September.
- Undertake Safeguarding audit annually.
- Collate information for participation in the Multi Agency Risk Assessment Conference (MARAC) process.
- Undertake school risk management meeting of children and young people who pose a risk.
- Ensure pupils, staff and parents/carers are aware who the DSL/DS team is and how they can be contacted.
- Ensure all incidents are recorded, reported and kept confidential
- Keep all paperwork up to date
- Complete the MARAC form as requested ensuring that information is sought from all school records and return the information to the Local Authority.

Role of School Personnel & Volunteers

- Recognise that child protection is a main responsibility for everyone working with children
- Treat children's welfare with utmost importance
- Staff should identify children who would benefit from 'early help'
- Encourage self-esteem and self-assertiveness, foster positive relationships between children and staff
- Be aware of changes in behaviour (consider abuse and neglect as possible reasons for this) and the behaviour management policy
- Be aware of the background of the children in their care (as appropriate and on a need to know basis)
- Be made aware of this policy and all other safeguarding policies and procedures during induction, the staff handbook and training
- Be responsible for reading Part 1 of 'Keeping Children Safe in Education' September 2016 (and any subsequent updates), Appendix 1, 'Further Information' and 'What to do if you're worried a child is being abused' 2015
- Be aware of the names of the Designated Safeguarding Lead and staff providing cover, and understand the role of the DSL.
- Be trained in identifying signs of harm and abuse and the effects of abuse and neglect on children at least annually which will be updated regularly as necessary
- Be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect
- Have an understanding of why pupils with Special Educational Needs and Disabilities are more vulnerable to abuse and neglect
- Know how to report any suspected case of harm or abuse
- Respond immediately to any child
- Report any concerns to the designated safeguarding lead or those providing cover. In exceptional circumstances any member of staff can make a referral and should know how to do this
- Know what to do if a child makes a disclosure
- Be kept up to date with changes in procedures
- Be prepared to attend Multi-agency meetings and contribute to reports
- Ensure that they conduct themselves correctly at all times, maintain professional boundaries and do not put themselves or others at risk
- Report and deal with all incidents of discrimination

- Report any concerns about the conduct of other staff and volunteers to the Headteacher and know how to contact the Chair of the Board of Directors with concerns about the Headteacher
- Receive support and counselling if they feel distressed from being involved with a case or incident

Role of Pupils

- Follow any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and around bullying, and how they relate to others
- Be made aware of basic safeguarding procedures in school such as visitors signing in and wearing visitor badges
- Learn how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media.
- Through personal, social, moral, cultural and spiritual development, including through access to cultural experiences and work experience, be well prepared to respect others and contribute to wider society and life in Britain today.
- Know who to speak to in school if they have concerns of their own or about others

Role of the School Parliament

The School Parliament will be involved in:

- Discussing aspects of this policy during the school year
- Surveying the children to ensure they feel safe and know who to talk to in school about concerns
- Every year the Parliament, together with a designated member of staff, will ask the views of KS1 & 2 pupils by issuing a questionnaire and asking:
 1. Do you feel safe in school?
 2. Are you aware of basic safeguarding procedures in school?
 3. Are you aware of how to keep yourselves safe?
 4. Do you know who to go to if you are concerned about your own safety or that of others?
 5. Are you aware of e-safety?
 6. Do you know how to keep yourself safe outside school?
 7. Do you know how to keep yourself safe when using the internet?

Role of Parents/Carers

- Asked to work closely with the school to establish excellent home-school relationships.
- Made aware that the school has a responsibility for the welfare of all our pupils.
- Made aware that the school has a duty to involve Social Care if the school has any concerns about a child.
- Aware they will be informed of any actions the school takes involving their child(ren) unless to do so could put their children at greater risk.

The annual parent questionnaire/survey asks parents/carers if:

- They have any concerns about the safety of their child when in school
- They feel enough time is given for children to learn how to keep safe
- They know who to talk to if they have any concerns
- They feel their views are listened to and acted upon

Partnerships with Parents/Carers

The Designated Safeguarding Lead:

- Will ensure that parents are aware of this policy and that it is available via the school website.
- Will respect parents' and children's need for privacy.
- Will respect families from different backgrounds and cultures as long as it does not put the child at risk.
- When making a referral will share all information with parents unless it places the child at risk, hamper a criminal investigation or in cases of suspected sexual abuse or fabricated and induced illness.

REPORTING CONCERNS

If a pupil makes a disclosure then the member of the school personnel must:

- Listen to the pupil
- Remain calm
- Offer reassurance
- Not ask the pupil to remove or adjust clothing if bruises are observed
- Not ask leading questions
- Let the pupil speak freely
- Accept what has been told them without challenge
- Not offer opinion or criticize or lay blame
- Reassure the pupil at the end of the disclosure, telling them that they have done the right thing
- Not promise confidentiality but inform them that other people need to be told
- Record accurately and factually what the child has said in note form using the child's own words
- Record observed injuries or bruises on a map of the body (but not take photographs)
- Submit a completed critical incident sheet/cause for concern form to the Designated Safeguarding Lead who will seek advice from Social Care/LADO/MASH.

If a member of school personnel suspects a child may be a victim of abuse they must:

- Record accurately and factually what they have seen in note form
- Submit a completed critical incident sheet/cause for concern form to the designated member of staff
- The Designated Safeguarding Lead will then:
 - Decide whether to take this referral further or to monitor the situation
 - Inform the person making the initial referral of his/her decision
 - Prepare in readiness for a case conference/core group meeting the following information on the child:
 - attendance and punctuality data
 - academic achievement
 - child's behaviour and attitude
 - relationships and social skills
 - appearance and presentation
 - any known incidents in or outside school
 - school contact with parents/carers

If a parent makes a disclosure to school then the Designated Safeguarding Lead:

- Should meet with the parent taking down all details
- Will assure the parent that:
 - the school will take the matter seriously
 - he/she will have to take advice from the Designated Officer in the local area (LADO) about the disclosure
 - he/she will get back to the parent when a decision has been taken and how to proceed

RECORDING INFORMATION

School personnel and volunteer helpers are asked to record any concern or incident in the following way:

- Date
- Time
- Place
- Nature of the concern
- All facts
- Observed injuries and bruises
- Note the actual words of the child
- Sign the notes and hand to the Designated Safeguarding Lead

These details can be completed using the Cause for Concern form (Appendix 3)

Reporting to the DSL

- All concerns must be reported and discussed immediately
- The Designated Safeguarding Lead will decide the appropriate action in consultation with the Headteacher.
- In an emergency, or in exceptional circumstances, any member of staff can make a referral.

REFERRALS

Referrals are generally made by the DSL (in any emergency anyone can make a referral) to Children's Social Care Department where the child lives. If anyone other than the DSL makes a referral they should inform the DSL as soon as possible. The local authority should make a decision about what course of action they are taking within 24 hours and let the referrer know the outcome. Staff should follow up if that does not happen.

The online tool allows staff to insert a child's home postcode and directs them to the local children's social care contact number and out of hours numbers for that area.

<https://www.gov.uk/report-child-abuse-to-local-council>

The children's social care team at the council in Bournemouth:

[01202 45 6900](tel:01202456900)

[01202 65 7279](tel:01202657279) (out of hours)

[Go to their website](#)

SUPPORT

We will ensure that support mechanisms are in place for any child that is at risk in order to build their self-esteem and confidence, by teaching children how to keep themselves safe, by positive relationships with staff.

School personnel and volunteer helpers who feel distressed from being involved with a case or incident will receive support and counselling

CONFIDENTIALITY AND SECURITY OF INFORMATION

- All matters relating to child protection are confidential
- School personnel have a professional responsibility to share information with other professionals who are investigating a case of significant harm and must abide by the government guidance 'Information sharing' 2015
- Parents are made aware of any intention to refer their child to Social Care unless to do so would put the child at greater risk of harm, or impede a criminal investigation and Social Care are consulted if we are not sure
- A child, when confiding information to a member of staff, must be made aware that for the child's own sake this information cannot be kept secret
- The child must be reassured that the information will be shared initially with the designated safeguarding lead who will decide what will happen next
- All child protection records will be kept in a secure place and separate from the main school file; there is a red dot system in use to ensure staff know there is additional information on the child kept securely by the Designated Safeguarding Lead.

MULTI-AGENCY MEETING

- Designated Safeguarding Lead will attend or ensure the school is represented at:
- All Child Protection Case Conferences (with other appropriate members of staff)
- All Core Group meetings once a child has a Child Protection Plan
- Team around the Child (TAC), Child in Need (CIN) or any other professional meetings
- On rare occasions attendance is not possible a report will be provided.

PUPILS TRANSFERRING TO ANOTHER SCHOOL

The following procedures will take place if a pupil with a Child Protection Plan transfers to another school:

- The case social worker will be contacted by the Designated Safeguarding Lead or Deputy Safeguarding Lead
- Child protection records will be passed on (separately from the main school file) to the Designated Safeguarding Lead at the receiving school (records should always follow the child).

TRAINING

Training organised or approved by the Designated Safeguarding Lead will take place for school personnel, volunteer helpers and local Directors:

- on induction to the school
- during NQT induction
- throughout the academic year

All school personnel must undertake training appropriate to their role at least annually and be regularly updated on:

- child protection issues
- restraint training
- recognising signs of abuse
- understand the reasons disabled children are more susceptible to abuse

- handling disclosures
- peer on peer abuse (including sexting) further guidance is expected in September 2016 from CEOP
- honour-based violence

We ensure all school personnel have equal chances of training, career development and promotion.

Monitoring and Evaluation

A continual process of:

- Directors visits to school
- Regular Senior Leadership Team discussion with children and staff
- Pupil surveys and discussion and listening to children
- Scrutiny of attendance data
- Scrutiny of Directors' minutes
- Reviewing logs of bullying/racist/behaviour incidents for Senior Leadership Team and directors to monitor
- Review of parental concerns and parental surveys
- Review of any 'nurture groups' or small group work with vulnerable children

Whistle-blowing

- We recognise 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, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Local Area (LADO) following the Whistleblowing Policy.
- Whistle-blowing regarding the Headteacher should be made to the Designated Officer of the Board of Directors whose contact details are readily available to staff
- All staff should be aware that they can get advice from the NSPCC Whistleblowing helpline: 0800 028 0285

Physical Intervention/Positive Handling

- We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person
- Any incidences should be recorded and signed by a witness
- Staff who are likely to need to use physical intervention will be appropriately trained
- Physical intervention which causes injury or distress to a child may be considered under child protection or disciplinary procedures
- Please refer to this [school's positive handling policy](#)

Special Education Needs and Disability (SEND)

Three times more likely to be abused, these children can have a vast range of complex needs, from physical difficulties and sensory impairments to communication and interaction difficulties and difficulties with cognition and learning. Additional barriers can exist when recognising abuse and neglect in this group of children. We recognise:

- Assumptions can be made that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- Children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers may prevent them from disclosing abuse. We recognise that additional resources (e.g. a signer) may be required for these children to have the opportunity to give their account of abuse and have their wishes and feelings heard. The staff who best understand their condition and difficulties should support them throughout an investigation. All staff should be trained to understand the reasons these children are more susceptible to abuse and any member of staff working directly with a disabled child should undergo additional LSCB training. Safeguarding Disabled Children; Practice Guidance
<https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>

Peer-on-peer abuse

We recognise that children are capable of abusing their peers; children with intra-familial abuse in their histories, living with domestic abuse, Looked After Children and children who have suffered bereavement, feature as those who may abuse or have been abused by their peers but this can happen to any child.

Peer-on-peer abuse is captured in four key definitions:

- The definition for domestic abuse (Home Office 2013) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships
- The definition for child sexual exploitation (KCSE September 2016, p 11) captures young people aged under 18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another young person
- The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours) (Hackett 2011, NICE 2014)
- Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) and captures all those of the most serious in nature. (London Safeguarding Children Board 2009)

The term peer-on-peer abuse can refer to all of these definitions as well as cyber, racist, homophobic or gender related issues. Any response to peer on peer abuse needs to cut across these definitions and capture the complex web of young people's experiences.

We will:

- Apply the child protection procedures to both the victim and alleged abuser (under 18 years of age)
- Put the victim's welfare first if there is any conflict of interest
- Ensure all abusers are held accountable for their behaviours
- Ensure early referral and intervention
- Recognise that comprehensive assessment and therapeutic intervention by skilled child care professionals is needed.

Anti-bullying

School policy on anti-bullying is set out in the School's Behaviour Shaping Policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures

Racist Incidents

A school policy on racist incidents is set out in our Equality Policy. Repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Radicalisation and Extremism

From 1 July 2015 schools are subject to a duty under section 26 of the Counter-Terrorism and security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty and is seen as part of schools' wider safeguarding duties. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been a number of local and national incidents where extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation

- Schools value freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions; however, free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. It is subject to laws and policies governing equality, human rights, community safety and community cohesion
- Threats from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation and GST are clear that this should be viewed as a safeguarding concern.
- We are aware of the definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation
- Moordown St. Johns seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- The school Directors, the Headteacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy

Response

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Headteacher and/or to the Designated Safeguarding Lead. They should then follow normal safeguarding procedures.

If the matter is urgent then The Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and local Directors to raise concerns around Prevent (020 7340 7264).

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore;

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel
- Ensure all staff are made aware of GST guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Forced Marriage (FM)

It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence (not arranged marriage). Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either Children's Social Care/MASH in your local area or the Forced Marriage Unit 020 7008 0151.

Female Genital Mutilation (FGM)

Comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (World Health Organisation – WHO). All school staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in the UK, an extremely harmful practice and a form of child abuse.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty on teachers, along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18 (by disclosure as school staff should not be examining pupils). Those failing to do so will face disciplinary sanctions. The Mandatory reporting duty came in to force on 31st October 2015 and teachers must personally report to the police a disclosure that FGM has been carried out unless there is

good reason not to. They will first discuss cases with the DSL who will involve children's social care/MASH as appropriate.

A cultural practice not ground in any religion. Belief that;

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage
- Signs that may indicate a child has undergone FGM:
 - Prolonged absence from school and other activities
 - Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
 - Bladder or menstrual problems
 - Finding it difficult to sit still and looking uncomfortable
 - Complaining about pain between the legs
 - Mentioning something somebody did to them that they are not allowed to talk about
 - Secretive behaviour, including isolating themselves from the group
 - Reluctance to take part in physical activity
 - Repeated urinal tract infection
 - Disclosure

As with Forced Marriage there is the 'One Chance' rule. It is essential that schools take action without delay and call Children's Social Care/MASH. See Female genital mutilation; multi-agency practice guidelines <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Child sexual Exploitation

Defined as: 'exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.' (KCSiE September 2016, p 11). It may seem to be 'consensual' but may involve serious organised crime by gangs or groups and is marked out by an imbalance of power in the relationship.

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

Signs include;

- Under age 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
- Seen at known places of concern
- 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.

Honour-based Violence (HBE)

Honour-based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with traditional beliefs or their culture.

HBV can include domestic abuse, threats of violence, sexual or psychological abuse, being held against your will, FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse and should be treated as any other type of abuse and reported immediately to the DSL.

HBV might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that are not traditional within their culture

HBV can affect both sexes although women and girls are the most common victims.

Children Missing Education (CME)

A child going missing from education (particularly on repeat occasions) is a potential indicator of abuse or neglect and may also be an indicator of travelling to conflict zones, sexual exploitation, FGM and forced marriage.

The school will inform the Local Authority of any pupil who is going to be deleted from the admission register where they:

- are being home educated
- have ceased to attend and no longer live within reasonable distance of the school
- have been certified by the school medical officer as unfit to attend school before ceasing to be of compulsory school age
- are in custody for more than four months and school does not believe they will be returning to school after the end of that period; or
- have been permanently excluded

Domestic Abuse

The definition changed in 2013 (Home Office circular 003/2013) to 'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality'. This can encompass but is not limited to the following types of abuse;

- Psychological
- Physical
- Sexual
- Financial
- Emotional

We use the term domestic abuse to reflect that in addition to violence a number of abusive and controlling behaviours are involved

- Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse
- The signs and symptoms of a child suffering or witnessing domestic abuse have been likened to post-traumatic stress disorder and are similar to other forms of abuse or neglect. (See Appendix 1)

This definition includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

E-safety

The risks to our children through the misuse of information technology include;

- Inappropriate contact: from people who may wish to abuse, exploit or bully them
- Inappropriate conduct: because of their own and others' online behaviour, e.g. the personal information they make public on social networking site, cyberbullying
- Inappropriate content: being able to access or being sexually explicit, racist, violent, extremist or other harmful material, either through choice or in error
- Commercialism: being the targets of aggressive advertising and marketing messages
- Enabling viruses and spyware by careless or misinformed use of their or others computers, smartphones, tablets or games consoles

Please also refer to our [School E-Safety policy](#)

Dealing with Allegations against School Personnel, School Volunteers, the Headteacher or another Pupil

- All school staff should take care not to place themselves in a vulnerable position with a child.
- All Staff should be aware of the school's own Behaviour Shaping policy.
- All staff need to comply with the school code of conduct including safe use of information technology.
- If an allegation is made against a member of staff (paid or unpaid) or if anyone has concerns re a person's suitability to work with children the member of staff will immediately notify the Headteacher.
- The Headteacher will discuss the content of the allegation with the Bournemouth LADO at the earliest opportunity or at least within one working day.
- Any allegation that concerns the Headteacher must be reported immediately to the Chair of the Board of Directors who will consult the Designated Officer in the local area. All staff should have access to contact details for the Chair of Directors.
- The school policy for whistle-blowing and for dealing with allegations against staff will be followed.
- Suspension of any member of staff against whom an allegation has been made needs careful consideration, and advice of the HR consultant should be sought.
- The decision to suspend the Headteacher will be made by the Chair of the Board of Directors following advice from the HR consultant.

Safeguarding Across the School

The school recognises and promotes a preventative approach to safeguarding pupils across the following areas of school life:

- All staff must ensure that the site is a clean and safe environment for children.
- The Health and Safety Policy
 - The school has a Health and Safety policy, which is monitored by the school Directors and the policy's sole purpose is to promote the health & safety of pupils and staff.
 - The school produces a three yearly Health and Safety Audit and Action Plan which is reviewed annually. The Staff member with responsibility for Health and Safety, the Headteacher, the caretaker and the Directors with responsibility for Health and Safety oversee this Audit and Action Plan. Any concerns from staff are reported to

any of the above and the health and safety officer carries out an initial examination, assessing what remedial action needs to take place.

- Fire Safety

- The school operates a Fire Safety Emergency plan which is reviewed annually and should be referred to in conjunction with this policy on safeguarding.
- Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment.
- The Head teacher is the fire safety officer and in his absence it is the Deputy Head.

- First Aid & Medicine Administration

(see the School's Policy entitled: Supporting Pupils at School with Medical Conditions)

- School Staff must ensure that all incidents are recorded in the school accident book and analysed for safeguarding reasons at the termly meeting of the Effective resourcing: Environment Working Group meetings.

- School Security

- During school hours (0900- 15:20) all external gates are locked. The only entrance open to the school is from the pedestrian gate and visitors' car park gate in Vicarage Road. All visitors have to report to the school reception and entry is via a door entry system.
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, it must be from inside the school front reception.
- For the safety of our pupils we advise that parents notify the school in writing if they permit their children in Year groups prior to year 6 to arrive and leave school unaccompanied at the beginning or the end of the school day.
- All external fencing is 1.8m high except for the front entrance of the school.
- There is a CCTV surveillance system in operation around the entire perimeter of the school building and throughout the school corridors and public areas.

- Attendance

- Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone immediately. If there is no notification the school has a policy of phoning home to ascertain each child's whereabouts.
- Where necessary the school works closely with the Local Authority's Education Social Worker whenever a child's attendance and punctuality causes concern. Attendance rates are reported annually to the government and to all parents. Positive measures are in place to encourage children to attend regularly and punctually, and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

- Business Continuity and Emergency Management Plans

- There are also Business Continuity and Emergency Management Plans that detail how the school will operate in the event of closure following an emergency.
- All staff have an up-to-date copy of the child protection policy and know who the Designated Child Protection Person and deputies are.
- The school staff must ensure that all incidents are recorded in the accident book.

- The school administrative staff must ensure that an accurate and up-to-date database detailing contact numbers and medical information is kept - these databases are confidential and must be stored safely.
 - The school ensures that there are regular safety audits of all equipment (first aid kits, fire extinguishers, telephones etc) and practise the fire drill.
 - The school ensures that a responsible adult is on site when children arrive and ensure the full safety of children whilst on site.
- Safer recruitment (see appendix 6 below)
 - Induction of volunteers
 - Regular volunteers must also have DBS clearance. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children.
 - Welcoming visitors
 - It is assumed that visitors with a professional role i.e. the School Nurse or members of the police already have relevant clearance but the office will endeavour to check this before admittance is granted.

Confidentiality

Directors accept that Child Protection raises issues of confidentiality which must be clearly understood by all staff. The Directors expect all staff to follow the guidance on confidentiality in accordance with data protection and Local Authority guidance on information sharing.

Policy Review

This policy has been carefully considered by staff and directors and subsequently ratified by the Full Board of Directors at its meeting on 30 March 2017.

This policy will be reviewed annually, with the next review scheduled for April 2018. This will be brought forward should changes in protocol be recommended by either the Department for Education, the Diocese or the Local Authority Safeguarding Board.

Signed: *A. Swain*
Chair of Directors

Date: *30 March 2017*

Good Practice Guidelines

Responding to Disclosures

If a child wishes to confide in you the following guidelines should be adhered to.

- Be honest.
- Do not make promises that you cannot keep
- Explain that you are likely to have to tell other people in order to stop what is happening
- Create a safe environment.
- Stay calm
- Reassure the child and stress that he/she is not to blame
- Tell the child that you know how difficult it must have been to confide in you
- Listen to the child and tell them that you believe them and are taking what is being said seriously
- Record on the appropriate form exactly what the child has said to you and include:
 - Child's name, address, date of birth
 - Date and time of any incident
 - What the child said and what you said
 - Your observations e.g. child's behaviour and emotional state
 - Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
- Sign and date the record and provide a copy for the Child Care Assessment Team and your records
- Be clear about what the child says and what you say.
- Do not interview the child and keep questions to a minimum
- Encourage the child to use his/her own words and do not try to lead them into giving particular answers
- Maintain confidentiality
- Only tell those people that it is necessary to inform
- **Do not take sole responsibility**

Immediately consult your Designated Safeguarding Lead (DSL) so that any appropriate action can be taken to protect the pupil if necessary

The DSL decides who is going to report these concerns to the Social Care Assessment Team before the child goes home if still in school. A decision will be made by Social Care whether to convene a strategy meeting, undertake a social care or joint investigation until the police ask you to seek further information.

Sharing Concerns with Parents

There is a commitment to work in partnership with parents or carers and in most situations it may be appropriate to discuss initial concerns with them. Bereavement in the family, a divorce or other major change in circumstances may provide a reasonable explanation for changes in a child's behaviour.

There are circumstances however, where it would be inappropriate to discuss concerns with parents or carers and may in fact put the child at greater risk. This may include identification of sexual abuse, physical abuse cases where a parent may be responsible for the abuse and parents who may not be able to respond reasonably to the situation.

Sharing Concerns with Professionals

In situations where it is inappropriate to discuss concerns with parents you should immediately discuss your concerns with the Designated Safeguarding and Child Protection Person who will take responsibility for referring the case to the Child Care Assessment Team, Children's Social Care.

The Designated Safeguarding Lead (DSL) will inform the duty officer in the Child Care Assessment Team or the police and explain the nature of the child protection concern. They will give accurate details of the child and explain what you have observed and/or what the child has said, as well as the action that you have taken.

The Social Care Assessment Team will advise the school what to do next, how and when to involve parents and will take responsibility for ensuring appropriate investigations are carried out.

The DSL in school will record carefully what you have heard, seen and action taken. Follow up the referral using the agreed referral forms.

In the event of absence from the school staff of all members of the School Leadership Team and you are not sure what to do and cannot speak directly to one of the lead professionals in Education, you can obtain advice by telephoning;

The duty officer in the Child Care Assessment Team (Bournemouth) - Telephone 01202 458101 and Poole 01202 735046
Or the local police child protection unit - Telephone 01202 552099

Pupils who are the subject of a child protection conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding and Child Protection Person will attend planning meetings and core group specified in the plan.

Curriculum

The Directors believe that the school curriculum is important in the protection of children. The Directors aim to ensure that curriculum development meets the following objectives:

- Developing pupil self-esteem throughout the curriculum.
- Developing communication skills.
- Informing about all aspects of risk.
- Developing strategies for self-protection.
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and children & young people.
- Developing non-abusive behaviour between pupils and in relationships.
- How to respond to and report bullying behaviour.

Children with Special Educational Needs or Disabilities

Directors recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

The Directors provide a school environment in which pupils with special educational needs feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding and Child Protection Person(s) will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs.

Young people who present sexually problematic behaviour to others, violent behaviour or self harm. Concerns about inappropriate sexual behaviour will be reported to the DSCP immediately and a referral made to the Children's Social Care Assessment Team who will advise on the appropriate action to take. For all categories schools must use the School Risk Management Process. The risk to other pupils must be assessed and the school must risk assess the level of support and school action needed to protect other pupils in the school.

Off Site Visits (See Learning Outside the Classroom Policy)

Off site visits will be the subject of a risk assessment. Child protection concerns or allegations will be responded to following the LSCB procedures as above. The member of staff in charge of the visit should report the concerns to the School Designated Safeguarding and Child Protection Person who will pass the information on immediately to the Child Care Assessment Team.

Pre-School Children and After School Services

Working Together recognises that pre-school children and the extended use of school premises play an important part in the lives of large numbers of children. Professionals working within these settings should know how to recognise and respond to the possible abuse or neglect of a child.

Lettings and a safeguarding transfer of agreement

All organisations or services including private, voluntary and those that must be registered by Ofsted under the Children Act 1989 that let the school premises and host under 18 year olds undertake through a transfer of agreement to have a written statement based on the procedures laid out in the booklet "What To Do If You're Worried A Child Is Being Abused" 2006. This statement should clearly set out staff responsibilities for reporting suspected child abuse or neglect in accordance with Local Safeguarding Children's Board procedures and should include telephone numbers for the local police and children's social services.

Recognition of Child Abuse, Bullying and Harassment

Definitions of Abuse (Working Together 2006)

What are abuse and neglect?

Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults, or another child or children.

Abuse

There are four defined types of abuse:

1. Physical abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.
2. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
3. Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
4. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

1. Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
2. Protect a child from physical and emotional harm or danger
3. Ensure adequate supervision (including the use of inadequate care-givers)
4. Ensure access to appropriate medical care or treatment.
5. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

NB – Domestic Abuse (Violence). Whilst not a stand alone category, domestic abuse has a significant impact on pupils who experience it in their home. This is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between those who are or have been intimate partners and adults aged 18 or over, who are or have been family members regardless of gender or sexuality.

Indicators of Abuse

Indicators of child abuse may include the following:

Physical Abuse

Physical indicators; unexplained bruising, marks or injuries especially on areas of the body where accidental injuries are unlikely, bruises which reflect hand or fingertip marks, cigarette burns, scalds, broken bones (especially in children under 2 years).

Behavioural indicators; fear of going home, fear of parents being contacted, flinching when approached or touched, withdrawn behaviour, reluctance to get changed, running away.

Emotional Abuse

Physical indicators; failure to grow or thrive, sudden onset of speech disorders, developmental delay.

Behavioural indicators; fear of parents being contacted, excessive fear of making mistakes, unwillingness to play or take part, neurotic behaviour (e.g. hair twisting, rocking), self harm.

Sexual Abuse

Physical indicators; stomach pains, bruising or bleeding near the genital area, discomfort when walking or sitting down, vaginal discharge or infection, sexually transmitted disease.

Behavioural indicators; sudden or unexplained changes in behaviour, apparent fear of someone, nightmares, eating problems or disorders, sexual knowledge which is beyond their age or developmental level, acting in a sexually explicit way, sexual drawings or language, substance or drug abuse, unexplained sources of money, not allowed to have friends.

Indicators of Neglect

Indicators of child neglect may include the following:

Physical indicators

Unkempt state, inappropriate clothing, weight loss / underweight, constant hunger, tiredness.

Behavioural indicators

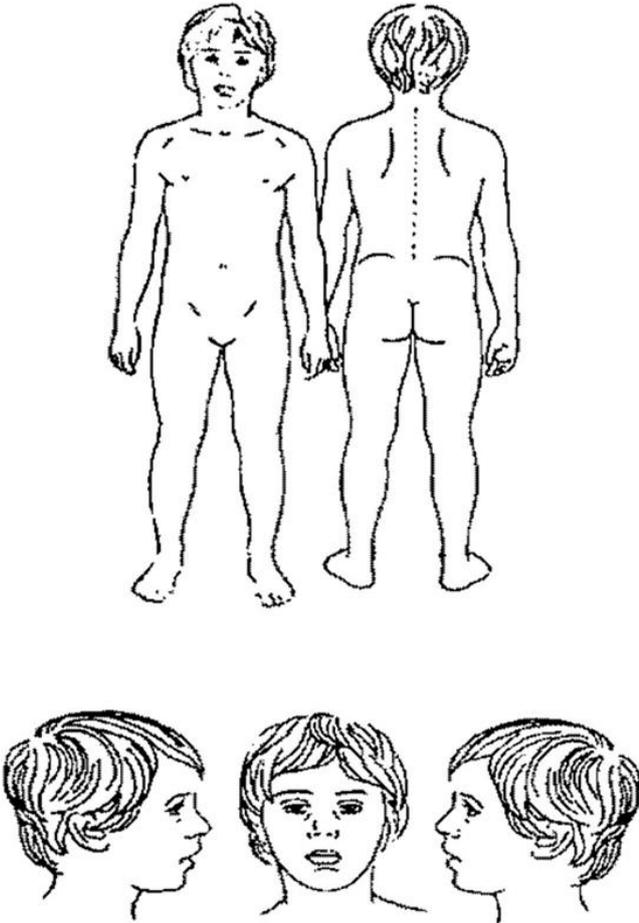
Truancy, lateness, missing doctor or hospital appointments, stealing food, few friends, regularly left alone and unsupervised.

Domestic violence has a significant impact on children and young people. The impact may be emotional or physical. Hughes' research 1992 found 1/3 of children in households with domestic violence as a feature were sexually abused, half were physically abused.

Child's Name: Male/Female Date of Birth: Class:	Your Name: School: Date: Time:
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My Concern/s (please indicate as many as are appropriate):

- Is because an adult has reported concerns to me
- Is because a child has disclosed information to me
- Is a result of something I have seen, heard or believe
- Is because I suspect child abuse

<p>Indicate any injury on the appropriate section of the diagrams below – DO NOT PHOTOGRAPH IT</p> 	<p>Description of injury:</p>
--	--------------------------------------

If the child has given an account of this injury give details:

Please indicate the attitude of the child regarding the injury:

If the parent has volunteered an account of this injury give details:

Please indicate the attitude of the parent regarding this injury:

Any additional information:

Appendix 4

Moordown St. John's CE Primary School's Definition of Bullying

Bullying is the wilful conscious act of hurting, threatening, frightening or excluding someone else persistently or on several occasions. It can take the form of emotional, psychological or physical aggression.

- To do this the bully has to have some sort of power over the victim, a power not always apparent to others.
- Bullying is not an occasional fight or use of foul language between two pupils of equal strength.

Anyone can be the target of bullying although victims are typically shy, sensitive and sometimes insecure. It is common for the targets of bullying to be different from others in some obvious way such as overweight, very small, having a disability or being from a different race or culture.

For clarification and further guidance refer to the school Behaviour Shaping Policy (Anti Bullying Section).

It is important to recognise that bullying may take the form of:

- Physical abuse – hitting, kicking, pinching, hair pulling, happy slapping, etc.
- Verbal abuse – teasing, name-calling, sarcasm, threats, racist or sexist comments.
- Emotional abuse – ridicule, tormenting or humiliation.
- If bullying comprises a sexual nature a referral must be made to the Children's Social Care Assessment Team.
- Cyber bullying.

Essential Contacts

Local Contacts – to be inserted as appropriate		
Lead Officer for Bournemouth	Michael Masterman	01202 456187
Lead Officer for Poole	John McGoughlin	01202 261918
Social Care Assessment and Team Bournemouth	Duty / Children First Out of Hours	01202 456900 / 458101 01202 657279
Poole	Referral and assessment team (Poole)	01202 735046
The local police child protection unit -		01202 552099
Public Protection Unit, Dorset In an emergency ring 999	Pam Trevellion	
LSCB which can be contacted via the local authority, Business Manager / Administrative Officer	Chair Ron Lock Tessa Valpi Tara Ward	

National Contacts

The NSPCC	National Centre 42 Curtain Road, London EC2A 3NH	Tel: 020 7825 2500 Helpline: 0800 800 500 Website:www.nspcc.org.uk
Childline UK	Freepost 1111 London N1 0BR	Tel: 0800 11111 Website:www.childline.org.uk

Appendix 6

Safer Recruitment Policy

Schools need to take all reasonable steps to guard against employing people who might harm children.

Safeguarding children must be a priority for every School and incorporating safeguarding measures in the recruitment process is an essential part of that.
(NCSL, 2006)

Aims

- To set out our philosophy of safer recruitment.
- To ensure that the recruitment of staff is done equitably and robustly.
- To ensure that there is a rigorous process of vetting for appointments.
- To ensure that the safety of children is at the heart of all appointments to the school.

Our Philosophy

At Moordown St. Johns School we adopt a culture of collective responsibility. Everybody is concerned with the safety and well being of the children in our care.

We accept that whistle blowing is a part of our responsibility. Anybody could be a potential abuser and therefore if a member of staff has concerns then this must be reported to the Headteacher, Chair of Directors or the Local Authority Designated Officer.

The Process

- Recruitment advertising must contain a safer recruitment statement.
- The Job Description must be clear.
- The Person Specification must include child protection duties.
- Written references must be taken up before interview.
- The interview process is conducted by at least two senior members of staff, at least one of whom has been trained in safe recruitment practices.
- Gathering information and carrying out checks on a candidate is followed in every case.
- The candidate's suitability to work with children is explored at interview.
- Appointments will only be confirmed after all checks have been completed satisfactorily.
- All new staff will receive induction, training and a mentor.
- Support staff will be subject to a 6 month probationary period unless they have already successfully completed a probationary service with Bournemouth Borough Council or another Local Authority/Government without any breaks in service.

Inviting Applicants

- All adverts should carry a statement on the School's policy towards safeguarding children and the requirements for DBS checks.
- Information packs to candidates should include the safer recruitment policy, a summary of our safeguarding policy and our disability equality policy.

- It will be made clear to candidates that only BST/School completed application forms will be accepted (not CV's).
- It will be made clear to candidates that as part of the interview process, questions about safeguarding children will be asked.
- Any gaps in a candidates application form will be explored, this will include: incomplete forms and gaps in work history.
- Candidates must bring a completed DBS summary form to the interview along with evidence of their right to work in the UK. The School Office holds a list of acceptable documents, a copy of which will be issued to invited candidates. Photographic confirmation of identity should also be provided (in many cases this will be the same as evidence of right to work in the UK).
- Candidates must also bring original documents and certificates to the interview.
- Two references must be taken up prior to interview. One must be the current, or more recent employer.
- Any discrepancies in the application will be followed up by phoning the referees.
- If concerns continue, advice will be sought from the Local Authority.
- Providing false information will result in: the application being rejected, summary dismissal if the applicant has been selected, referral to the teacher's misconduct team or police, informing the LA, informing other School's where necessary.
- When requesting references the referee will be asked about the candidate's suitability for working with children.
- During the interview process, open ended questions will be used to explore the candidate's suitability for the post. Questions will also be asked about the candidate's attitude towards child protection.

Validation of checks

- All checks will be confirmed in writing.
- These checks will be retained in a personal file and will include: candidate's application form and letter of application, photocopy of evidence of right to work in UK, two satisfactory references and confirmation of fitness to work. Confirmation of Enhanced DBS Disclosure will be retained in our Single Central Record.
- A central record will be maintained of all school staff, Directors and volunteers that have access to the school.
- Successful applicants will be asked to sign the 'Welcome Phase' induction checklist confirming they understand this Safer Recruitment policy.

Directors

- Section 128 in KCSIE: All directors are subject to an enhanced DBS check and disqualification by association.
- Under section 99 (KCSIE) the school conducts checks on all managers of the academy to ensure they have not been prohibited (128 direction check)

Monitoring of this policy will include:

- Examining staff turnover and the reasons for leaving.
- Conducting exit interviews.

- Providing new recruits with child protection training.
- Providing the Board of Directors with a report as to the effectiveness of this policy.
- A member of the Board of Directors will be trained in safer recruitment practices and will monitor the effectiveness of this policy along with the Headteacher.

Induction of volunteers

- Regular volunteers must also have DBS clearance. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children.

Summary Of Our Safeguarding and Child Protection Policy

The Designated Safeguarding Lead for Moordown St. John's is Mr Peter Herbert (Head teacher)

Deputy Designated Safeguarding Leads are Mrs Gina Angiolini (Deputy Head) and Mrs Emma Martin (Assistant Head teacher)

Purpose

- To afford protection to all children in our school.
- Enable staff and volunteers to safeguard and promote the rights and well-being of children.
- Promote a culture which makes the school a safe place to learn and to work.

Aims of Policy

- At recruitment to full employment to raise the awareness of all school staff of the importance of safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse.

Visiting Teachers have a responsibility to:

- Establish and maintain a safe area in which to educate (within the limits of their control).
- Ensure the safety of pupils/minimise risk.
- Adhere to DFE guidelines on teacher behaviour and code of conduct.
- Ensure the activities that they offer are appropriate for the age, maturity, experience and ability of the individual.
- Encourage and guide participants to take responsibility for their own behaviour and performance.
- Protect children from harm and abuse.
- Promote fair play, observation of rules, and the positive aspects of sport.
- Treat all young people equally, and with respect and dignity.

To ensure good practice and to safeguard individuals visiting teachers must:

- Adhere to safer working practice, code of conduct and Acceptable Use Policy.
- Avoid spending time alone with individual children (keep doors open if this is unavoidable).
- Avoid taking children alone on car journeys.
- Encourage parents/adults to observe teaching sessions and support at school events.
- Explain actions clearly when physical guidance is necessary to teach new skills.
- Provide a good role model by displaying high personal standards.
- Dress appropriately.
- Follow restraint guidelines.
- Follow the intimate care guidelines when undertaking personal care of a pupil

Visiting Teachers must not:

- Tolerate or minimise any bullying behaviour.
- Allow or engage in inappropriate touching.
- Breach professional boundaries e.g. personal contact outside school (including via internet or over the phone).
- Allow use of inappropriate language or bullying behaviour by pupils or adults.
- Ignore any allegations made by a child.
- Do things of a personal nature that a child can do for him/herself.
- Participate in, or allow sexually provocative activities.

Responding to Disclosures

If a child wishes to confide in you the following guidelines must be followed

- Be honest.
- Do not make promises that you cannot keep.
- Explain that you are likely to have to tell other people in order to stop what is happening
- Create a safe environment.
- Stay calm.
- Reassure the child and stress that he/she is not to blame.
- Tell the child that you know how difficult it must have been to confide in you.
- Listen to the child and tell them that you believe them and are taking what is being said seriously.
- Encourage the child to use his/her own words and do not try to lead them into giving particular answers.

At this point you must speak to one of the Designated Officers identified at the beginning of this policy.

- Maintain confidentiality in school and outside the school building.
- Only tell those people that it is necessary to inform.

Allegations Against Staff (please also see the Staff Allegations policy)

Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Headteacher.

Any concern or allegation against a Headteacher must be reported to the Deputy Head who will then pass the information on to the Chair of Directors.

Staff who are the subject of a complaint or allegation of abuse will be offered support from the school, Local Authority, staff welfare officer or can access counselling via their GP or Union support.

We hope that you find this information useful. If you have any comments or questions relating to this policy please see the Headteacher (Mr Peter Herbert) the Deputy Headteacher (Mrs Gina Angiolini) or the Assistant Headteacher (Mrs Emma Martin).