



Safeguarding and Child Protection Policy

(including Early Years Foundation Stage)

Updated: May 2017
Review: September 2017

INTRODUCTION

Moreton Hall Prep School fully recognises the responsibility it has under section 175 (Section 157 for Independent Schools and Academies) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges “Keeping Children Safe in Education” (2016). All staff must be made aware of their duties and responsibilities under part one of this document.

Staff should read the above document together with “What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015).

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care via the Cambridgeshire Direct Contact Centre (Designated Person for Child Protection to refer).

This policy sets out how the school’s governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is consistent with the Local Safeguarding Children Board (LSCB) procedures.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

SUPPORTING VULNERABLE CHILDREN those who may have been abused or witnessed violence towards others.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

1.1 PREVENTION

1.2 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

1.3 **The school will therefore:**

- 1.3.1 establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to
- 1.3.2 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
- 1.3.3 include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help
- 1.3.4 Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills

2.0 PROCEDURES

2.1 We will follow the procedures set out in the Cambridgeshire Local Safeguarding Children Board "Inter-Agency Procedures". A copy of these procedures can be found on the LSCB website www.cambslscb.org.uk

2.2 **The Designated Safeguarding Lead for Child Protection is: Charles Thompson (Deputy Head)**

2.3 **The following members of staff have also received the Designated Person training(Deputy Safeguarding Lead): Chris Moxon (Headmaster)**

2.4 **The nominated governor for Safeguarding and Child Protection is: Neil Smith**

The school will:

- 2.4.1 ensure there is a designated senior person who has lead responsibility for child protection in the school and has undertaken, as a minimum, the 2 day child protection training course run by The Education Child Protection Service. The DP will have a copy of the Designated Person Information Booklet which contains all relevant guidance and advice to support to carry out their role effectively

- 2.4.2 ensure that this training is updated every two years in accordance with government guidance. The content of this initial training or update training is mentioned in 2.5.8
- 2.4.3 recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties which include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need
- 2.4.4 ensure every member of staff, paid and unpaid, and the governing body knows who the designated members of staff are and the procedures for passing on concerns from the point of induction. Safeguarding training forms part the Induction process. Staff receive Safeguarding training at every INSET session (three times per year) covering a range of issues.
- 2.4.5 ensure every member of staff, paid and unpaid, and the governing body knows what the contingency arrangements are for when the designated members of staff are not available. The Safeguarding Lead ensures that information regarding personnel are displayed around the school. Forms, reporting a concern are readily available and every member of staff is issued with the most up to date forms.
- 2.4.6 ensure that the designated members of staff take advice from a child protection specialist when managing complex cases. The Designated Persons have access to both the Advice Line run by the Education Child Protection Service and Children's Social Care. The Emergency Duty Team (out of hours) is also available (see Useful Contacts, Appendix B)
- 2.4.7 consider having a nominated governor for safeguarding and child protection who has undertaken appropriate training
- 2.5.8 ensure every member of staff and every governor knows:
- the name of the designated person/s and their role
 - how to identify the signs of abuse and neglect
 - how to pass on and record concerns about a pupil
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s
 - that they have a responsibility to provide a safe environment in which children can learn
 - where to find the Inter – Agency Procedures on the LSCB website
 - the staff code of conduct/ behavioural policy including the whistle blowing procedure and the acceptable use of technologies policy.

All staff as part of their induction will be provided with Part 1 of KCSIE and information relating to the local authority contacts and

- 2.5.9 provide Child Protection training for **all** staff from the point of their induction which is updated regularly, every three years at a minimum, so that they are confident about:

- the school's legislative responsibility
- their personal responsibility
- the school's policies and procedures as in Policy Vault
- the need to be alert to the signs and indicators of possible abuse, including possible child sexual exploitation, female genital mutilation and radicalisation
- the need to record concerns
- how to support and respond to a child who tells of abuse

Any staff member to whom an allegation of abuse is made should:

- a) Do not promise confidentiality.
- b) Limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the child or adult who has approached them by making suggestions or asking questions that introduce their own ideas about what may have happened.
- c) Not ask questions like "Did he do x to you?", using instead a minimum number of questions such as 'Tell me what happened'.
- d) Stop asking any more questions as soon as the child or adult has disclosed that he or she believes that something abusive has happened to him or her, or to someone else.
- e) Tell the informing child or adult that the staff member will now make sure that the appropriate people are brought in to follow the problem up (these will include the specialist social worker and that worker may need to involve the Police).
- f) Ask the informing child or adult what steps they would like to be taken to protect them now that they have made an allegation and assure them that the school will try to follow their wishes.
- g) Refer the matter immediately, with all relevant details, to the DSL (or the Deputy Safeguarding Lead) and if deemed appropriate the Governor with specific responsibility for Safeguarding, as above.
- h) If this cannot be done, in exceptional circumstances, the staff member should contact the LADO.
- i) Make a handwritten record as soon as possible of what they have been told and make a copy of this available to the DSL.

2.5.10 ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies

2.5.11 ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school *prospectus/brochure website*

2.5.12 ensure that this policy is available publicly either via the school website or by other means.

2.6 **Liaison with Other Agencies**

The school will:

- 2.6.1 work to develop effective links with relevant services to promote the safety and welfare of all pupils
- 2.6.2 co-operate as required, in line with *Working Together to Safeguard Children* February 2017 and KCSIE 2016, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups
- 2.6.3 notify the relevant Social Care Unit immediately if:
- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
 - there is an unexplained absence of a pupil who is subject to a Child Protection Plan
 - there is any change in circumstances to a pupil who is subject to a Child Protection Plan

2.7 **Record Keeping**

The school will:

- 2.7.1 keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately
- 2.7.2 ensure all records are kept securely, separate from the main pupil file, and in a locked location
- 2.7.3 ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the Education Child Protection Record Keeping Guidance
- 2.7.4 make parents aware that such records exist except where to do so would place the child at risk of harm.

2.8 Confidentiality and information sharing

- 2.8.1 Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.
- 2.8.2 Child protection records are subject to the provisions of the Data Protection Act, 1998. This means that a parent, or young person of sufficient age and understanding, may make a request to see the child protection record. If any member of staff receives a request from a pupil or parents to see child protection requests, they will refer the request to the Designated Safeguarding Lead or Headteacher.
- 2.8.3 The Designated Safeguarding Lead will take advice from the Senior Management Team and together a decision will be made about what information to share. This decision will consider the balance between the potential risk to the child and the principle of working openly and honestly with parents.

The school will:

- 2.8.4 ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Social Care as required.
(See “Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers”, DfE 2015)
- 2.8.5 ensure that the Headteacher or Designated Safeguarding Lead will only disclose any information about a pupil to other members of staff on a ‘need to know’ basis, including Domestic Violence notifications
- 2.8.6 make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- 2.8.7 ensure staff are clear with children that they cannot promise to keep secrets.

2.9 Communication with Parents/Carers

The school will:

- 2.9.1 ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website.
- 2.9.2 undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying

parents could increase the risk to the child or exacerbate the situation, advice will be sought from Social Care.

- 2.9.3 record what discussions have taken place with parents on the Log of Concern about a Child's Welfare or if a decision has been made not to discuss it with parents, record the reasons why.

3.0 SUPPORTING VULNERABLE CHILDREN

- 3.1 We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.
- 3.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.
- 3.3 We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

3.4 **The school will support the pupil through:**

- 3.4.1 Curricular opportunities to encourage self-esteem and self-motivation
- 3.4.2 An ethos that actively promotes a positive, supportive and safe environment and values the whole community
- 3.4.3 The school's behaviour policy will support vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
- 3.4.4 Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Locality Teams
- 3.4.5 A commitment to develop productive and supportive relationships with parents/carers
- 3.4.6 Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
- 3.4.7 Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Cambridgeshire Local Safeguarding Children Board "Inter - Agency Procedures"

- 3.4.8 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Review Manager and Lead Social Worker from Social Care will also be informed
- 3.4.9 When a child is missing from education, the school will follow the procedure as set out in Cambridgeshire's Children Missing Education guidance and inform the Education Welfare Officer and Social Care if a child is subject to a Child Protection Plan or there have been ongoing concerns.

3.5 **Substance Misuse and Child Protection**

- 3.5.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

3.6 **Children of Substance Misusing Parents/Carers**

- 3.6.1 Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.
- 3.6.2 When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.
- 3.6.3 This is particularly important if the following factors are present:
- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
 - Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
 - The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
 - Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
 - Disturbed moods as a result of withdrawal symptoms or dependency
 - Unsafe storage of drugs and/or alcohol or injecting equipment
 - Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

3.7 Domestic Abuse

- 3.7.1 Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.
- 3.7.2 Head Teachers are notified of medium and high risk Domestic Abuse incidents where the police have been called and that involve children and young people on their roll and will take appropriate action to ensure children and young people are kept safe in accordance with the Domestic Violence Guidance for Schools and Colleges.
- 3.7.3 ‘Honour based violence’ (HBV) So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the [Multi agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since 17 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

3.8 Female Genital Mutilation (FGM)

- 3.8.1 Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK.
- 3.8.2 FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health.
- 3.8.3 FGM is internationally recognized as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

- 3.8.4 The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.
- 3.8.5 The Designated Safeguarding Lead will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. 18 Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

3.9 Child Sexual Exploitation (CSE)

- 3.9.1 Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities.
- 3.9.2 Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organized crime involving gangs and groups.
- 3.9.3 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.
- 3.9.4 It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognize it as abuse.
- 3.9.5 Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.
- 3.9.6 Schools will complete the LSCB Child Sexual Exploitation Risk Assessment Tool and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

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

More information can be found in the document [What to do if you suspect a child is being sexually exploited 2012](#)

3.9.7 **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk

4.0 **Prevention of Radicalisation**

- 4.0.1 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 several occasions both locally and nationally in which 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.
- 4.0.2 The current threat 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. The staff at Moreton Hall are clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

- 4.0.3 The Counter-terrorism and Security Act, 2015 places a duty on authorities (including schools) 'to have due regard to the need to prevent people from being drawn into terrorism'.
- 4.0.4 Staff in schools should be made aware of this duty.
- 4.0.5 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 Prevent Officer, Charles Thompson.

4.1 **PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

- 4.1 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government guidance 'Keeping Children Safe in Education' (2016) and the Local Authority's Safer Employment Policy.
- 4.2 **The following members of staff have undertaken Safer Recruitment training:**
Charles Thompson (Deputy Head)
- 4.3 Any allegation of abuse made against a member of staff will be reported straight away to the Head Teacher or Principal. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The school will follow the procedures set out in Part four of Keeping Children Safe in Education.
- 4.4 Under Section 75 of the Childcare Act, 2006 individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified "by association" if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in early years childcare (up to the age of 5) or later years childcare (up to the age of 8) in nursery, primary or secondary school settings or the management of such settings. Staff should sign a self-declaration form to confirm that they are not "disqualified by association". A record of self-declaration should be kept on the school's Single Central Record. (See the Safer Recruitment Policy where this is set out in greater detail).
- 4.5 The school will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education.
- 4.6 The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Head Teacher or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

- 4.7 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 4.8 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
The School will report to the Disclosure and Barring Services (DBS) promptly and at least within one month of leaving the School, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she was involved in any allegation of child abuse. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and the School may be removed from the DfE register of independent schools. The School is also under a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Further guidance is published on the NCTL website. Where a referral has been made to the DBS, it is also necessary for a referral to be made to NCTL.
- 4.9 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 4.10 The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority’s Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 4.11 All staff have signed to confirm that they have read and understood a copy of Keeping Children Safe in Education May 2016.
- 4.12 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).
- 4.13 The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

4.14

5.0 Other related policies

5.1 Physical Intervention and/or the Use of Reasonable Force

Anti-Bullying

Health and Safety

E-Safety and Acceptable Use

Intimate Care Policy

Whistleblowing

Complaints procedure

Behaviour

5.2 Use of Mobile Phones Policy (Including EYFS)

5.2.1 Our policy on use of mobile phones, cameras and sharing of images is set out in the e-safety policy and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students volunteers and parents/carers.

Personal mobile phones, cameras and video recorders cannot be used when in the presence of children either on school premises or when on outings. All mobile phones must be stored securely within the setting during contact time with children. (This includes staff, visitors, parents, volunteers and students).

In the case of school productions and events Parents/carers are permitted to take photographs of their own child and we strongly advise against the publication of any such photographs on Social networking sites.

6.0 Children with Special Educational Needs

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets.

EQUAL TREATMENT

The School is committed to equal treatment for all regardless of sex, disability, religion or belief, sexual orientation, gender reassignment, age, race, ethnic origin, marital status, pregnancy or maternity.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavor to contribute positively towards the growing autonomy, self-esteem and safety of each pupil.

7.0 Governing Body Child Protection Responsibilities

7.1 The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children.

It will:

- consider nominating a governor for safeguarding and child protection who will monitor the school's compliance with statutory requirements and practice and champion child protection issues
- ensure an annual report is made to the full governing body, and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay
- ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.

7.2 Extended Schools and Before and After School Activities (on or off school site)

7.2.1 Moreton hall provides supervision of pupils before school as well as supervision and activities after school. Boarders are cared for by a dedicated housemistress as well as teaching staff with the support of Gap Students. the school's arrangements for child protection as written in this policy shall apply.

7.2.2 Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

8.0 Staff Code of Conduct

Staff are expected to follow all procedures and guidance in the staff employment handbook.

9.0 EYFS

The additional requirements of the Early Years Foundation Stage regulations are included in the remit of this policy. If there is an allegation of serious harm or abuse by any person living, working or looking after children at the premises or elsewhere, or any other abuse on the premise, a report is made to OFSTED within 14 days.

will be reviewed onSeptember 2017.....



Signed by the Headteacher

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Chair of Governors

Designated Person (if appropriate)Mr Charles Thompson.....

Appendix A

Four Categories of Abuse

1. Physical Abuse - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical indicators may include:

- Bruises/ Marks on soft parts of the body
- Bruises/ Marks that carry the imprint of a hand or implement
- Bite marks
- Unexplained recurrent injuries, burn or bruises
- Untreated injuries

Behavioural indicators may include:

- Refusal to discuss injuries or improbable explanations
- Flinching from physical contact
- Acceptance of excessive punishment
- Pattern of absences which may serve to hide bruises or other physical injuries
- Wearing clothes that may cover bruises, particularly in hot weather
- Fear of undressing for PE, for example
- Aggression towards others
- Over compliant behaviour or a 'watchful attitude'

Common sites for non-accidental injury

- Eyes: bruising/ black
- Skull: fracture, bruising/ bleeding under skull (from shaking)
- Cheek/ side of face: bruising/ finger marks
- Mouth: torn frenulum
- Neck: bruising/ grasp marks
- Shoulders: bruising/ grasp marks
- Chest: bruising/ grasp marks
- Upper or inner arm: bruising/ grasp marks
- Back, buttocks, thighs: linear bruising (outline of belt/ buckle) scalds/ burns
- Genitals: bruising
- Knees: grasp marks

2. Neglect - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

Physical indicators may include:

- Constant hunger and tiredness
- Underweight or obese
- Poor personal hygiene
- Inadequate or poor state of clothing
- Poor skin or hair tone
- Not receiving basic health care

Behavioural indicators may include:

- Social Isolation
- Frequent lateness or non-attendance at school
- Destructive tendencies
- Poor relationships with peers
- Scavenging and scrounging

3. Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

Physical Indicators may include:

- Delays in physical development
- Self Harm
- Sudden speech disorders
- Physical complaints with no medical basis

Behavioural indicators may include:

- Excessively withdrawn
- delays in intellectual development
- Continual self-deprecation
- Negative statements about self
- Overreaction to mistakes
- Fearful or anxious about doing something wrong
- Neurotic behaviour
- Air of detachment 'don't care' attitude
- Social Isolation
- Desperate attention seeking behaviour

4. Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,

- children in watching sexual activities
- or encouraging children to behave in sexually inappropriate ways
- grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Behavioural indicators may include

Provocative sexual behaviour, overly affectionate
Sexual awareness inappropriate to the child's age
Asking other children to behave sexually or play sexual games
Sexualises non-sexualised objects or events
regression to younger behaviour
Refusal to stay with or avoid being left alone with certain people or go to certain places
Frequent public masturbation
Over-compliant behaviour
Tries to tell about abuse through hints or clues
Self harm

Physical indicators may include:

Soreness in the genital or anall areas
Unusual discharge
Persistent urinary tract infection
Tiredness, lethargy, listlessness
Underage pregnancy particularly where the girl is not known to have a boyfriend
Sexually transmitted infections

All staff are aware that a child may be subject to more than one type of abuse. Some abuse is peer-on-peer and may take the form of bullying, sexting and texting for example.

Children Missing Education

1. All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
2. Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.
3. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.

Further information regarding additions and deletions from our Admissions Register can be found in [Annex A - Keeping Children Safe in Education 2016](#)

Honour based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Peer abuse

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Professionals should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

Professionals should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or Sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, significant harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

Particular difficulties arise in responding to a child or young person who abuses another child because:

- There is no clear dividing line between abusive behaviour and normal childhood behaviour;
- Many adults who abuse children repeatedly established this pattern of behaviour in childhood or adolescence, but a single incident of abuse does not indicate that a young person is likely to abuse again; and
- Some young people who abuse have themselves been abused, but this cannot be assumed in any particular case.

What is sexting?

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

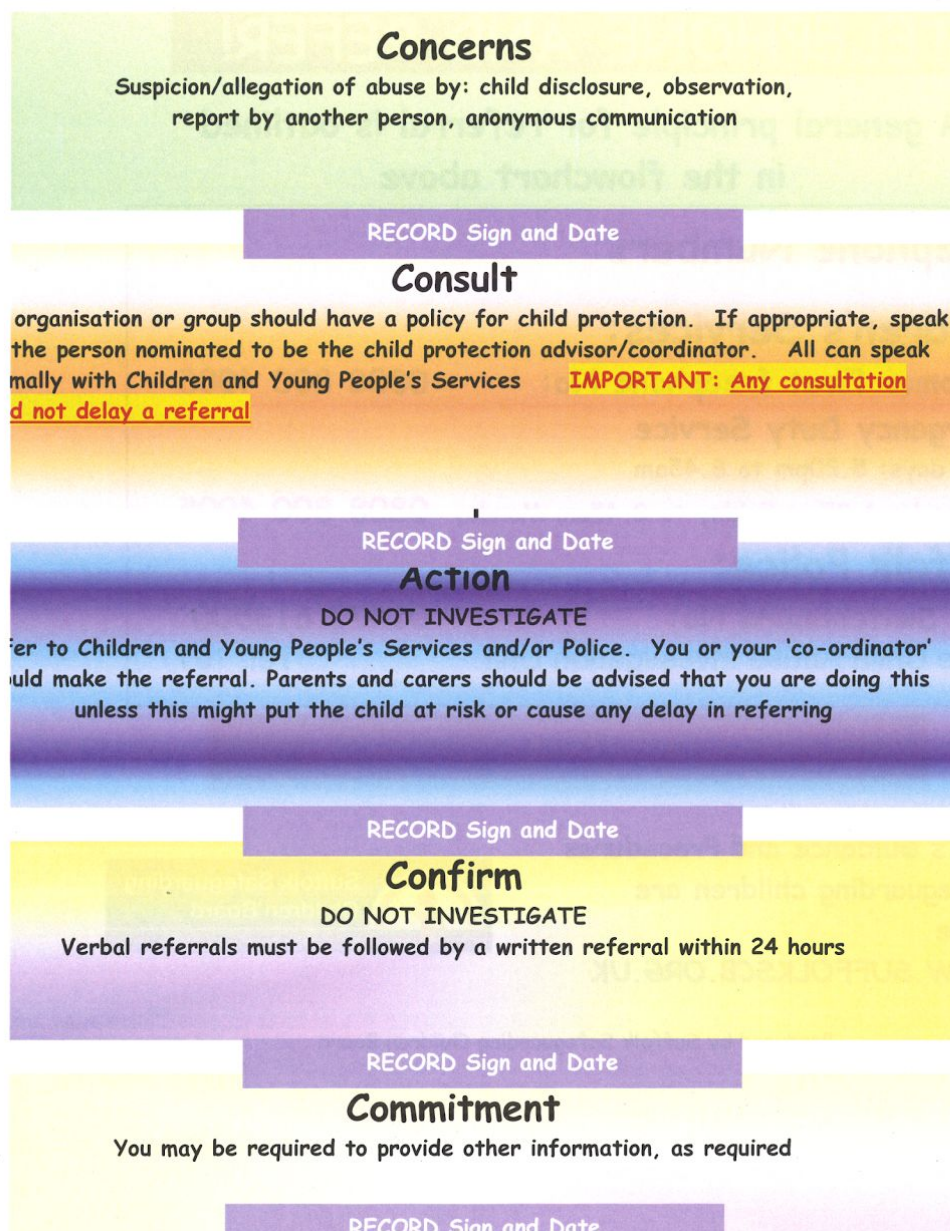
A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video of a child, even if it's shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created

The School recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and some types can be gender specific. It can include bullying (including cyberbullying), gender based violence and assault and sexting. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”

Below is included a referral flowchart from the Local Safeguarding Children Board website.

Flowchart for Referral



Flowchart for Referral

ARE YOU CONCERNED ABOUT A CHILD?

TELEPHONE AND REFER!

A general principle for referral is outlined
in the flowchart above

Telephone Numbers:

Children's Services:

Customer First freephone No: 0808 800 4005

Emergency Duty Service

Week days: 5.20pm to 8.45am

Weekends: 4.25pm Friday to 8.45am Monday 0808 800 4005

Suffolk Police:

Main Switchboard No: 01473 613500

Police Child Abuse Investigation Unit Tel: 101

IN AN EMERGENCY DIAL 999

Suffolk's Guidance and Procedures
for safeguarding children are
available

@ WWW.SUFFOLKSCB.ORG.UK



Produced by Suffolk Safeguarding Children Board

Relevant Documents

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (16th February 2017)

“Keeping children safe in education: Statutory guidance for schools and colleges” (September 2016)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (March, 2015)

Appendix C

Managing an Allegation Against a Member of Staff in your Establishment

