

Safeguarding and Child Protection Policy

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Committee: Inclusion

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Contents

Page	
2	Part 1 – Introduction
	Policy Statement
3	Aims
4	Part 2 – Safeguarding and Child Protection Procedures
	What to do if you are worried a child is being abused
	Definitions of Child Abuse
5	How to respond to a student who is disclosing
6	Essential Dos and Don'ts
	Record Keeping
7	Disclosure by a 3 rd Party
	Interagency procedures
8	Parental Involvement
	Support for Staff
	Training of staff in Safeguarding and Child Protection
9	Complaints and Allegations against Staff
10	Children in Care
	Students with Special Needs
11	Children missing in Education
	Bullying
	Peer on peer abuse
12	Sexting
	Sexual exploitation of children
13	Honour based violence
	Radicalisation and Extremism
	Private fostering arrangements
14	Awareness Raising for Students
	Risk Assessments
15	Part 3 – Roles and Responsibilities
	The Governing Body
	The Head Teacher
16	The Designated Senior Leader
17	Senior Staff Responsibilities

	Responsibilities of All Staff and other relevant Adults
19	Part 4 - Monitoring and Evaluating the Safeguarding and Child Protection Policy and procedures
	Part 5 - Related School Policies, Procedures and Guidance Documents
20	Appendix 1: Indicators of possible significant harm
22	Appendix 2: Children who may be particularly vulnerable
	Appendix 3: Legislative Framework and Guidance
23	Appendix 4: Contact Numbers
25	Appendix 5: Visual Summary
26	Appendix 6: Referral Flowchart

Part 1 - Introduction

Safeguarding and Child Protection relates to the protection of children from significant harm, preventing impairment of health or development, ensuring that children grow up with safe and effective care, and optimising their life chances so that they can enter adulthood successfully.

"All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children"

(HM Govt 2003)

Safeguarding is 'everybody's responsibility' (Lord Laming). All staff and volunteers must be alert to the signs of abuse (physical injury, emotional abuse, neglect and sexual abuse) and report any concerns or suspicions to one of the Designated Senior Persons for Safeguarding and Child Protection . All staff and volunteers are responsible for complying with the child protection procedures as detailed in this and other related policies.

Policy Statement

The Governors and Staff of JCoSS fully recognise the responsibility and duty placed upon them to safeguard and promote the welfare of all students at the school.

We undertake to ensure that the school provides a positive, caring, safe and stimulating environment in which students can learn, and which promotes the social, physical and emotional wellbeing of each individual. All staff, governors and volunteers have a full and active part to play in protecting students from harm.

Terminology

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

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

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

DSL refers to the designated safeguarding lead at the school

Child includes everyone under the age of 18.

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

Aims

- **To provide all staff with the necessary information to enable them to meet their child protection responsibilities**
- To ensure that the welfare and safety of students is paramount and there is a climate of trust where disclosures are taken seriously and acted upon quickly
- To establish and maintain an environment where students feel safe, secure, respected and valued, and which fosters resilience
- To ensure that students feel confident that there are adults in the school to whom they can talk if they are worried or in difficulties, and who will listen and ensure appropriate support
- To ensure that all teaching and support staff are aware of their responsibilities in safeguarding students, and that there are clear procedures, known to everyone, for reporting concerns and to ensure consistent good practice
- To ensure an environment where school staff feel they can talk and be listened to when they have concerns about the safety and well-being of a student
- To ensure that all adults within our school have been checked (including DBS checking) as to their suitability to work with children and young people
- To include opportunities within the curriculum for students to develop the knowledge and skills they need to stay safe and to recognise abuse
- To establish and maintain effective working relationships with other agencies involved in safeguarding children and young people
- To provide a means of monitoring students known or thought to be at risk of significant harm, and ensure that we contribute to assessments of need and support plans for those students.

Part 2 - Safeguarding and Child Protection Procedures

The safeguarding duties of all staff at JCoSS can be summarised as the 3Ps:

We work together in school with the aim of:

- **Protecting** children from harm
- **Preventing** the harming of children
- **Promoting** the well-being of children

If any member of staff is concerned about the safety or well-being of a student, they must discuss their concerns with the Designated Senior Leader, (Elizabeth Weddle) or with Will Hemens(Deputy DSL),Hannah Lethbridge (Deputy DSL)or Louise Hart (Deputy DSL)

What to do if you are worried that a student is being abused

The safeguarding procedures for all staff at JCoSS can be summarised as the 3Rs

- **Recognise** signs and behaviours which may be cause for concern
- **Respond** to the student sensitively as necessary
- **Refer** the situation to one of the Designated Senior Leaders; she or he will decide what further action to take and inform the appropriate safeguarding agencies as necessary

It is everyone's responsibility to protect children and young people

- School staff are often the people students will turn to when they want to disclose information about abuse
- Support staff are often key people for students to make disclosures to in schools.
- It is important that we **pass on information quickly** so that others can make the appropriate decision on actions.

Definitions of Child Abuse

All staff must be aware of the main categories of abuse.

- **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 people they know or, more rarely, by a stranger.**

The categories of abuse under which a child can be registered are as follows (definitions based on "Working Together to Safeguard Children" March 2015 DFE):

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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs, and an absence of appropriate boundaries.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, whether penetrative or non-penetrative acts, and non-contact activities, such as involving children in viewing sexual activities or pornographic material; encouraging children to behave in sexually inappropriate ways; involving children in the production of pornographic material. This includes activities or materials on-screen or on-line.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on their 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. It may involve 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 ill treatment of a child, though it may occur alone.

Other forms of Child Abuse

Forced marriages and female genital mutilation are considered a form of child abuse and domestic violence in the UK and a grave violation of human rights. Harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after. This situation is commonly described by the term 'Munchausen's Syndrome by proxy'.

All staff should be alert to signs of possible harm. See Appendix 1 for examples which may be cause for concern.

How to respond to a student who is disclosing abuse

If you are the first point of contact for a student wishing to disclose, *you are a very important person* for that particular student.

- Believe what the student is saying in the first instance
- Tell the student you take what they are saying very seriously.
- Let the student know that you understand how difficult it is to talk about such experiences and that s/he is brave to tell.
- Reassure the student but **do not promise confidentiality** – tell them this is a rule to protect them.
- Reassure the student that s/he is not to blame.
- Ensure the student feels safe: be aware of your body language, eye contact
- React calmly – keep responses short, simple, slow quiet and gentle
- Do not interrogate the student: observe and listen, don't put words in their mouth or ask 'leading questions'
- Don't stop a student who is freely recalling significant events
- Don't judge the abuser
- Listen carefully.
- Make accurate notes at the time or as soon as possible afterwards about what has been told, seen or heard. These should be recorded verbatim without added adult interpretation: see section on record keeping.

The following suggestions may be useful: 'You're very brave'; 'It's not your fault'; 'Well done'; 'I will need to talk to someone else about what I can do next'.

Essential Dos and Don'ts

- Do not probe any further than what the student initially wishes to disclose. You need to find out just enough about the alleged abuse in order to pass the information on.
- Do not put words or suggestions into the student's mind. Should a case go to court you might be called as a witness and the court would need to be convinced that you have not contaminated the evidence.
- Do be supportive in your response at each stage: this will encourage the student to make further disclosures. Children often drip-feed information, giving small clues over a period of time.
- Never promise confidentiality, even about parts or details of a conversation or disclosure. If a serious disclosure is made, decisions about what must be passed on are beyond the responsibility of members of staff.

Do pass on your concerns immediately to the currently Elizabeth Weddle, to the Deputy DSLs Will Hemens, Hannah Lethbridge or Louise Hart or, in their absence, speak to any member of SLT.

Make sure you do this before the end of the day, but the earlier the better. Child protection issues are always treated as a priority.

The Designated Senior Leader may then speak to the student themselves. You may have further involvement in the situation, or you may be asked not to. Where possible you will be kept informed of what happens.

Record Keeping

Any verbal information or referrals must be followed promptly by a written report. Written reports should be marked with the date and time, persons involved and notes on the event and action taken. Written reports can take the form of an email. Any original rough notes made during the interview must be kept and attached or handed to the Designated Senior Person in case they are needed by a court. Try to avoid paraphrasing and try to use quotes where possible.

The following may be helpful as guidelines generally but especially where a disclosure has been made about alleged abuse:

- *Written recording during the interview*
It may be possible to write down phrases and words whilst the student is talking which can be used to trigger recall when a full report is made. This should only be done if the student is in agreement and if it feels comfortable.
- *Written recording immediately after the interview*
It is very important to try to record exactly what the student said and using the student's vocabulary even if the meaning is unclear.
- *Recording your own responses*
Your responses should be recorded and it should be clear that a non-leading approach has been used.
- *Recording the context of the disclosure*
The context in which a student chooses to tell about an incident of abuse can provide valuable information to the investigating team e.g. the student had just finished reading a particular book or had been involved in a class discussion on.....
- *Recording the emotional context of the disclosure*
The emotional context can provide valuable clues to the investigating team. A student may make serious statements in a joking way or may present as tearful and distressed. Describe any non-verbal behaviour
- *Recording repetition*
If a student repeats statements these should be recorded. Consistency in a student's repeated statements adds to the strength of the evidence.
- *Draw a Diagram*
If there is any obvious bruising or injury draw a diagram to indicate its position.

In the event of a referral being made, the Designated Senior Leader will contact the Social Services department of the relevant Local Authority and submit the report in accordance with their procedures. All reported concerns, whether eventually considered to be Safeguarding Child Protection issue or not, must have written records and proper standards of confidentiality must be observed.

- All written accounts including rough notes and all other related material should be kept in a sealed envelope marked CONFIDENTIAL. These envelopes are retained in a locked filing cabinet in the DSL's office, currently Elizabeth Weddle.

Electronic versions of referrals are kept in the secure SLT drive under the Safeguarding folder.

Disclosure by a 3rd party

If a 3rd party e.g. another parent, neighbour or member of the public discloses information that may indicate a Safeguarding issue, they should be encouraged to report their concerns directly to social services or the police (anonymously if necessary). The school also has a duty to pass on such serious concerns to the appropriate agency. This will be done by one of the Designated Senior Leaders.

Inter-agency Procedures

Schools have a duty to safeguard and promote the welfare of students and may need to share information and work in partnership with other agencies where there are concerns about a child's welfare. We ensure that effective working relationships are developed with all external services involved in Safeguarding and Child Protection

- The Designated Senior Leader will contact Social Services or other relevant agency for advice where there are sufficient concerns regarding a student's safety and welfare (Barnet LA run an advice line to talk through cases on a "what if" basis – see appendix for contact number)
- If a referral to Social Services is accepted, a written referral together with any disclosure reports will be sent within one working day.
- An outcome of the Social Services contact will be to agree what the student and parents will be told, by whom and when.
- Social Services will decide on the next course of action within one working day and feedback to referrer.
- If Social Services make an initial assessment which confirms concerns about a student's safety, a Social Worker and Child Protection Police may interview the student
- If no emergency action is considered necessary, an initial assessment will be completed by Social Services within 7 working days and fed back to the referrer
- The Designated Senior Leader will keep relevant staff informed on a 'need-to-know' basis: this will include the Year Learning Co-ordinator
- Students who have been identified as 'at risk' are monitored by the Designated Senior Leaders through the Year Learning Co-ordinator and agreed further action is taken if needed
- The Designated Senior Leader or an appropriately informed member of staff attends strategy meetings, case conferences, Core Group or other multi agency planning meetings
- Accurate records relating to students subject to a Child Protection Plan are kept securely
- If the student is the subject of a Child Protection Plan, the assigned Social Worker is informed of any concerns, exclusions or changes in the child or their circumstances
- An absence of two days, without satisfactory explanation, of a student who is subject to a Child Protection Plan is referred to the EWO and/or Social Worker
- In the event of a student moving to a new school or setting before the end of Year 13, and the school has details of the placement, any confidential Safeguarding and Child Protection Records must be transferred securely to that new setting within five working days of it being identified.
- The DSLs are trained in the use and completion of the CAF.

- Key agencies and are surveyed periodically for feedback on our working practices with support services, and practice and policy reviewed in the light of it

Parental Involvement

JCoSS is committed to openness wherever possible. We will seek to involve parents in decisions concerning their child, unless doing so is against the best interests of the child.

- A summary of the current Safeguarding and Child Protection Policy and procedures will be posted on the website. Hard copies, and/or the full policy will be available to parents on request
- Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:
 - The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
 - Leading to an unreasonable delay;
 - Leading to the risk of loss of evidential material;
 - Placing a member of staff from any agency at risk.
- The student's view may also be taken into account in deciding to inform the family in some circumstances, particularly where the student is sufficiently mature to make informed judgments about the issues
- Where there are doubts or reservations about involving the student's family, the Designated Senior Leader will clarify with the statutory agencies whether parents should be told about the referral, and if so when and by whom.
- A referral will be made if it is in the interests of the student according to the Children Act (1989), or a police investigation.

Support for Staff

It is recognised that dealing with disclosure from a student and a child protection case in general, is likely to be a stressful experience.

We will support such staff by providing an opportunity to talk through their anxieties with the Designated Senior Leader and/or to seek further support. In cases of serious abuse or trauma a member of Barnet Schools Psychological Team will offer support.

We recognise that a Designated Leader should also have access to support as well as access to appropriate workshops, courses or meetings as organised by the LA. The DSL is also supported and line managed by the Headteacher. The Deputy DSLs are line managed by the DSL.

Training of Staff in Safeguarding and Child Protection

- **The Designated Senior Staff** will receive Local Safeguarding Children's Board approved training every two years
- **The Designated Senior Staff**, during the intervening period, also have a duty to keep up to date with the latest guidance and will have access to appropriate workshops, courses or meetings as organised or promoted by the LA.
- **All newly appointed staff** receive prompt training delivered by Designated Senior Staff at JCoSS as part of their induction programme
- **All NQTs** and newly appointed LSAs receive additional training delivered by the LA as part of their induction programme
- **All temporary staff and volunteers** will be given guidance about their responsibilities by their Line Manager, be directed to familiarise themselves with the relevant policies and where to

- access them and be given a summary copy of procedures so that they may be able to recognise and refer any concerns.
- **All staff** will receive Level 1 training every three years delivered by the LA. All staff will also receive further refresher training during staff INSET sessions on a yearly basis.
 - **The Headteacher, Chair of Governors** and other appropriate Governors and other Senior Staff involved in appointing staff will be accredited with Safer Recruitment Training
 - **All technical, practical and support staff** will have access to relevant Health, Safety and Welfare Training and retraining promoted by the LA
 - **The Educational Visits Co-ordinator** undertakes appropriate LA training
 - **All Leaders of Educational Visits** will have a duty to be familiar with the Educational Visits Policy and be guided through by their Line manager with particular reference to elements on Health, Safety and Welfare.
 - **All staff on Educational Visits** will have a duty to be familiar with the Health, Safety and Welfare elements of the Educational Visits Policy and be guided through these by the Visit Leader
 - **The Safeguarding Governor will ensure that Governors** receive training as part of their induction when appointed and refreshed as necessary.

Complaints and Allegations Against Staff

Principles, responsibilities and procedures are laid out in the Policy on Complaints

- If the disclosure concerns allegations made about a member of staff these should be reported directly to the Headteacher
- If the disclosure concerns allegations made about the Headteacher this should be reported to the Deputy Headteacher, who will inform the Chair of Governors. The Chair of Governors is nominated to be responsible in the event of an allegation being made against the Headteacher.
- An allegation is any information which indicates that a member of staff/volunteer may have:
 - Behaved in a way that has, or may have harmed a child
 - Possibly committed a criminal offence against/related to a child
 - Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with Local Authority Child Protection and Safeguarding Children Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Head Teacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

Where staff feel that an issue regarding safeguarding has not been followed through appropriately by the school, in the first instance they should raise their concern with the appropriate leader – the DSL or the Headteacher. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Children in Care

The DSL is also nominated as Designated Senior Leader for Children in Care. It is their responsibility to ensure that:

- They attend appropriate training or meetings as organised by the LA and keeps up to date with the latest legislation and guidance.
- A register is kept of all Children in Care
- Their progress is reported on annually to the Local Authority
- Relevant information and documentation is prepared for Child Protection Plan Meetings are co-ordinated every six months by the student's Social Worker
- The assigned Social Worker is informed of any concerns, exclusions or changes in the student or their circumstances
- The school is represented at Looked After Children (LAC) Reviews or relevant paperwork is contributed
- The Social Worker and LA are informed in the event of Children in Care being excluded.
- The agency appointed with responsibility for checking attendance of Children in Care are given accurate daily information by the school's Attendance Officer
- The LA Children's Service is notified if they believe a child to be living with someone in a private arrangement.

Students with Special Needs

We recognise that children with special needs may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse.

- We will provide a school environment in which all students including those with Special Educational Needs, Disabilities or Medical Needs can feel confident and able to discuss their concerns
- The Designated Senior Staff will work with the Director of the PSRP and the Director of Inclusion, where necessary, to ensure that students with special needs in relation to Child Protection issues are responded to appropriately e.g. for PSRP students or others with particular communication needs.

Children Missing in Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures which can be accessed via the School's website

Peer on peer abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Peer on peer abuse can take many forms, including:

- **physical abuse** such as biting, hitting, kicking or hair pulling
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault
- **sexting**, including pressuring another person to send a sexual imagery or video content
- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

At our school, we take the following steps to minimise or prevent the risk of peer on peer abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- Kvutzah and Form Times are used to reinforce the message through stories, role play, current affairs and other suitable activities.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised, especially in areas where children might be vulnerable.

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows.

- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Supporting those involved

The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the pupil that harmed. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

Sexting

There is no accepted definition of 'sexting' but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The [UKCCIS advice document](#) refers to this as 'youth produced sexual imagery'.

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded and the police will investigate. This may include seizure of devices and interviews with the young people involved.

Sexual exploitation of children

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

The school includes the risks of sexual exploitation in the Kvutzah and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Honour-Based Violence

'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 HBV are abuse.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

Awareness Raising for Students

We recognise that it is important to make students aware of behaviour towards them that is not acceptable and how they can help keep themselves safe. Opportunities for students to learn about safeguarding, who to ask for help if their safety is threatened and how to develop a healthy safer lifestyle will be provided through:

- PSHCE/Kvutzah
- SEAL
- Positive Behaviour Sessions
- Assemblies
- Outside speakers
- Health and Safety Training in practical subjects
- Issues raised through content in other areas of the curriculum e.g. Sex and Relationship Education in Science, safe use of Digital Technology
- frequent and regular contact with their form tutor

The Designated Senior Staff are available to advise on relevant input in the curriculum.

Risk Assessments

Safeguarding of children includes awareness of the everyday Health and Safety risks of school activities. All staff who work with children and young people assess risk informally as part of their work; additional or unusual risks require a more formal process to be carried out. The most common of these used in school are:

Risk Assessment	Staff responsible and other consultants
Admitting or re-admitting students whose behaviour may place other students or staff at risk	Designated Senior Leader, staff with greatest knowledge of the child/concerns, parents and relevant LA advisors and external services
Assessing students who self-harm or in doing so may place others at risk	Designated Senior Leader, staff with greatest knowledge of the child/concerns, parents and relevant LA advisors and external services
Healthcare Plans	Student Welfare Officer, Director of Inclusion , parents and student
Educational Visits and Journeys	Trip Leaders, Senior staff with responsibility for Educational Visits and Journeys, Line Managers
Off-site Education and Partnership Activity	Senior member of staff responsible for liaising with partners and providers and agreeing arrangements
Practical Subjects	Subject & Faculty Heads, LA Advisors
Annual Health and Safety Checks	Premises Manager, Heads of Departments and Teams, Caretakers and approved contractors
Site Security	Premises Manager and Business Manager
Building work or contractors on site	Premises Manager and Business Manager

- Outcomes of completed risk assessments will need to be communicated with those who need to know as defined in the risk assessment.
- Ongoing Risk Assessments will be reviewed periodically in line with the Health and Safety Policy.

Part 3: Roles and Responsibilities

The Governing Body's Responsibilities:

- ❖ Overall responsibility for ensuring that there are sufficient measures in place to safeguard students at JCoss.

In particular ensuring the following:

- Policies and procedures for Safeguarding and Child Protection, Health, Safety and Welfare are in place and made available to parents on the website
- A member of the school's Senior Leadership Team is appointed as Designated Senior Leader
- There is appropriate line management for the Designated Senior Leaders
- Appropriate Child Protection Training is undertaken by governors and refreshed every three years
- A senior member of staff is appointed as Designated Senior Leader for Children in Care
- The school site is secure and safe
- Safer Recruitment Procedures are followed, including DBS checks and accredited Safer Recruitment Training for the Headteacher, appropriate Governors, and other relevant senior staff involved in appointments
- Policies are in place for the safe management of allegations
- The ethos of the school promotes positive practice in relation to Safeguarding
- Prompt and effective steps are taken to address complaints, concerns or deficiencies in Safeguarding and Child Protection arrangements
- The Chair of Governors is nominated to be responsible in the event of an allegation of abuse being made against the Headteacher
- A member of the Governors' Personnel Committee is nominated as Safeguarding and Child Protection Governor and will annually monitor and evaluate the effectiveness of child protection work carried out by the school and report back to the full Governing Body
- Governors have regard to Safeguarding issues at all relevant meetings
- Safeguarding and Child Protection Policies and Procedures are reviewed annually in consultation with the full Governing Body.
- The Governing Body is provided with an annual report detailing:
 - any changes to the Policy or procedures;
 - training undertaken by the DSL, staff, volunteers and Governors;
 - relevant curricular issues;
 - the number and type of cases and the numbers referred to appropriate agencies;
 - the number of students who have a Child Protection Plan in place.
 - any allegations against staff and actions taken; appointment of staff and checks undertaken

The nominated Governor for Child Protection is: Michael Hymans

The Headteacher's Responsibilities:

The Headteacher is responsible for ensuring that:

- The school's practice follows the legislative framework and recommended guidance
- the appropriate Designated Senior Staff are in place and trained
- the school has a Safeguarding and Child Protection Policy which is communicated to all staff, volunteers and governors and is available for parents
- the policy is reviewed annually
- all staff and volunteers receive refresher training every three years on Safeguarding and Child Protection, as appropriate to their role.

- all newly appointed, temporary staff and volunteers receive induction in Safeguarding and Child Protection, are aware of and follow the school's policy and know how to recognise and refer any concerns
- temporary staff and volunteers are made aware of the school's arrangements and responsibilities
- the Designated Senior Leaders receive formal training every two years, attend appropriate inter-agency training and workshops, courses or meetings as organised by the LA and keep up to date with the latest legislation and guidance

The Designated Senior Leader

The Designated Senior Leader, at JCoSS is:

Elizabeth Weddle, Deputy Headteacher, she has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff. She is responsible for ensuring that:

- appropriate concerns are discussed with and/or formally referred to Social Services and/or the Police and/or other appropriate agencies e.g. GPs, CAMHS etc.
- detailed and accurate written records are made (dated, timed and signed) of any disclosures, observations, concerns relating to Safeguarding or Child Protection, and of students with a Child Protection Plan are written up, stored and transferred as necessary in accordance with the policy
- where a student is the subject of a Child Protection Plan, the assigned Social Worker and/or EWO is informed of any concerns, unexplained absence, exclusions or changes in the child or their circumstances
- Students identified as 'at risk' are monitored effectively and further action taken if needed
- When a student leaves the school their child protection file is passed to the new school (separately from the main student file and ensuring secure transit) and that confirmation of receipt is obtained
- Effective working relationships are developed and maintained with all external services involved in Safeguarding and Child Protection
- the School is appropriately represented at strategy meetings, case conferences or other multi agency planning meetings and that written reports are produced for these meetings as required
- staff are made aware of appropriate training courses and the latest policies on Safeguarding
- There is appropriate input to the curriculum on Safeguarding and Child Protection
- The Headteacher is kept aware of any Safeguarding or Child Protection concerns
- The Safeguarding and Child Protection policy is reviewed and updated annually
- The Safeguarding and Child Protection policy is available publically via the school website

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Act as a source of support and expertise to the school community
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals which are kept separate from the student's general file

- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Senior Staff Responsibilities:

Assistant Heads, Heads of Faculty and Heads of Department are responsible for ensuring that:

- they are fully conversant with the Safeguarding and Child Protection Policy and all other school policies relating to the safety and welfare of students
- All staff (teaching and support) in their teams have received and understood the relevant Child Protection information/policy
- All temporary staff and volunteers in their teams are given guidance about their responsibilities by their Line Manager, be directed to familiarise themselves with the relevant policies and where to access them and be given a summary copy of procedures so that they may be able to recognise and refer any concerns
- Their area of the curriculum delivers, and reports as necessary on, the relevant aspects of the five “Every Child Matters” outcomes
- Health and Safety Policies and procedures are in place and adhered to; that Risk Assessments are completed, checked and updated for all relevant activities in their area
- the Health, Safety and Welfare of students on all educational visits and journeys is paramount, and that Trip Leaders are fully aware of their roles and responsibilities

Responsibilities of All Staff and other relevant adults

Lord Laming’s report emphasised that ‘Safeguarding is everybody’s responsibility’.

All staff should:

- be familiar with the School Safeguarding and Child Protection Policy and procedures
- ensure that they are aware of their responsibilities in safeguarding students
- know whom to contact if they are concerned about a student: the Designated Senior Leaders are Elizabeth Weddle, Will Hemens, Hannah Lethbridge or Louise Hart or, in their absence, any member of SLT
- know whom to contact about allegations made against staff
 - For allegations against teaching or support staff: Patrick Moriarty, Headteacher
 - For allegations against the Headteacher: Elizabeth Weddle, who will contact the Chair of Governors.
- be sensitive to signs which may indicate possible safeguarding concerns; including, for example, poor or irregular attendance – See appendix 1 for details you need to be familiar with
- As a person who works with children, staff have a duty to refer safeguarding concerns to the designated senior person for child protection. However if:
 - concerns are not taken seriously by an organisation or
 - action to safeguard the child is not taken by professionals and
 - the child is considered to be at continuing risk of harm

Then Staff should speak to the DSL or contact Barnet Children’s Services on 020 8359 4066/4097 or 020 8359 2000 for the out of hours or emergency service.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. Anybody can make a referral. If the child’s situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

- All staff must be aware that inappropriate behaviour towards a student is unacceptable and that their conduct towards students must be beyond reproach

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

Part 4 - Monitoring and Evaluating the Safeguarding and Child Protection Policy and procedures

Day to Day

- Whenever possible all concerns raised with the Designated Senior Leader will be discussed with their Deputy DSL colleagues and/or Headteacher before any action is taken

Policy Review

- The policy and procedures will be reviewed annually by the Coordinator for Safeguarding and Child Protection and updated where necessary

Review of Practice

- A member of the Governors' Personnel Committee nominated as Safeguarding and Child Protection Governor will annually monitor and evaluate the effectiveness of child protection work carried out by the school and report back to the full Governing Body
- Information will be provided on request to the Local Authority by the Governors about the Child Protection Policy and procedures, and about how duties have been discharged

Curriculum & Student Voice

- The Head of PSHCE/Kvutzah will audit the curriculum annually for opportunities to learn about safeguarding, whom to ask for help if their safety is threatened and how to develop a healthy safer lifestyle
- Students will be surveyed annually on their views regarding safekeeping, who to ask for help if their safety is threatened and how to develop a healthy safer lifestyle

Part 5 - Related School Policies, Procedures and Guidance Documents

We acknowledge that safeguarding is not just about protecting children from deliberate harm but includes issues addressed in the full range of school policies.

All staff have been asked to read and, acknowledge that they have read, Part 1 of the Keeping Children Safe in Education (September 2016) DFE guidance document.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

We recommend that staff and governors make reference to the updated "Guidance for Safer Working Practice for Adults who work with Children and Young People in Education settings." 2015 published by the DFE.

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

Appendix 1: Indicators of possible significant harm

The following indicators (drawn from comparisons of various official policy documents) are not a checklist: some signs are more significant than others as possible indicators and often it is the combinations, frequency, patterns or changes in behaviour that are key to understanding a child's situation.

POSSIBLE SIGNS OF PHYSICAL ABUSE

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

POSSIBLE SIGNS OF EMOTIONAL ABUSE

- Probably the most difficult type of abuse to recognise. An emotionally abused student is often withdrawn, introverted and depressed.
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self-deprecation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

POSSIBLE SIGNS OF SEXUAL ABUSE

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking

- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a ‘friend who has a problem’ and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

POSSIBLE SIGNS OF NEGLECT

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes

In addition to all the above signs a student may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a student may be suffering harm.

Appendix 2: children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

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

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

Appendix 3: Legislative Framework and Guidance

The school will act in accordance with the following legislation and guidance:

- The Children Act 1989 Significant Harm
- Counter Terrorism and Security Act 2015 (Section 26)
-
- Human Rights Act (1998)
- Data Protection Act (1998)
- DoH 'Framework for the Assessment of children in Need and their Families' (2000)
- Education Act (2002), section 175
- The Children Act (2004) Every Child Matters
- HM Govt/DfE 'What to do if you're Worried a Child is Being Abused'(2015)
- HM Govt/DfE 'Information sharing: Practitioners Guide' (2015)
- DfE guidance 'Safeguarding Children and Safer Recruitment in Education' (2010)
- London Child protection Procedures (2016)
- DfE 'Guidance for Education Staff facing Allegations of Abuse' (2005)
- AMA 'Guidance for Safer Working Practices for Adults working with Children & Young People in Education Settings' (2015)
- Working Together to Safeguard Children (DfE 2015)
- Keeping Children Safe in Education (DFE 2016)
- Safeguarding Vulnerable Groups Act 2006

The school will also follow guidance in relation to the specific safeguarding issues outlined in Appendix 2 of the Working Together to Safeguard Children (2015) document. This will include the Prevent Duty Guidance 2015 to have due regard to the need to prevent people from being drawn into terrorism. Furthermore Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Appendix 4: Contact Numbers

If you have any concerns about a child

Barnet Referral and Assessment Team
(Mon-Thurs 9-5.15; Fri 9-5)

Tel: 020 8359 4066/4097
Fax: 0871 5948766
Email: dutyfrontdesk@barnet.gov.uk

Consultation Line (Tue & Wed 9.30am – 11.30am)

Tel: 020 8359 4336

- *NB this number is available for consultation, advice or to talk over a situation. It is not for referrals.*

Out of Office Hours

Emergency Social Work Service
(including out of hours Child Protection Referrals)

Tel: 020 8359 2000

To report allegations against staff

Investigation Officer

Tel: 020 8359 6056

Divisional Managers, Safeguarding Division

Tel: 020 8359 4532

(Responsible for allegations against staff,
child deaths, missing children)

Police Child Abuse Investigation Team *(8am-6pm)
(out of hours)*

Tel: 020 8733 5070

Tel: 020 8200 1212

CAF Advisor

Multi-agency support team
CAF Duty Desk for queries

Tel: 020 8359 4405

Email: e-caf@Barnet.gov.uk

Web: www.barnet.gov.uk/caf

Safeguarding Children Board Development Manager

Helen Elliott - for advice and information about training,
policies and procedures

Tel: 020 8359 4540

Web: www.barnetscb.org

Appendix 5: Safeguarding Policy: Visual Summary

It is everyone's responsibility to protect children and young people

Staff in schools are often pivotal in identifying and reporting the abuse of children.

It is vital that everyone knows what the policy says, what to look for, how to respond and who to tell.

Designated Senior Person (DSP):

Liz Weddle Deputy Head

Will Hemens, Hannah Lethbridge, Louise Hart

Sexual Abuse

Forcing or enticing a child to take part in sexual activities whether or not the child is aware of what they are doing, e.g.

- actual sexual contact of whatever kind
- encouraging children to behave in sexually inappropriate ways
- showing them or involving them in producing pornographic material including on-line activities.

Emotional Abuse

Persistent emotional ill treatment of a child, e.g.

- Ridicule, rejection, humiliation
- Fear or intimidation
- Lack of contact with other children
- Inappropriate expectations
- Low warmth, high criticism

Physical Abuse

Actual physical injury to a child or failure to prevent injury, e.g.

- Hitting, shaking, throwing, poisoning, drowning, suffocating,
- fabricating or deliberately inducing symptoms of an illness in a child.

Neglect

Persistent failure to meet a child's basic physical or psychological needs, e.g.

- Lack of adequate nourishment or shelter
- Lack of medical attention when needed
- Lack of cleanliness or hygiene
- Inappropriate clothing
- Absence of appropriate boundaries

Safeguarding: 3 Rs

Recognise

signs and behaviours which may be cause for concern

Respond

to the student sensitively as necessary, and talk to the

Refer

the situation to the Designated Senior Person

Do...

- Reassure the student but don't promise confidentiality
- Ensure the student feels safe - Be aware of your body language, eye contact
- React calmly – Keep responses short, simple, slow quiet and gentle
- Make accurate notes at the time or asap about what has been told, seen or heard

Don't...

- "Interrogate" the student: observe and listen, don't put words in their mouth
- Stop a student who is freely recalling significant events
- Judge the abuser

Above all...

- Pass on your concerns immediately to the Designated Senior Person or deputy.
- Do not wait until the end of the day.
- Make sure you have support as well

How should I respond if a student discloses abuse?

Suggestions of what to say

- You're very brave.
- It's not your fault.
- Well done.
- I am worried about you. I need to talk to someone else about what we can do next.
- We might need you to share this with someone else.

Appendix 6: Safeguarding Policy: Referral Flowchart

