

St. ANTHONY'S SCHOOL

## Safeguarding and Child Protection Policy and Procedures



**Written by:** Amanda Parker

**Approved by GB:** tba at next Governors Meeting  
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**Review cycle:** Annual

# SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

**Designated members of staff for Child Protection: Miss H Ball, Miss R Aspden and Mrs A. Parker, L Summerfield**  
**Designated Governor: Mrs H Riddell**

## **Key Aim**

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

## **1. Aims**

- To promote a culture where pupils and staff feel safe and respect everyone's individuality.
- To ensure that all staff are aware of their responsibilities in the area of child protection.
- To ensure that all staff are aware of the signs of abuse.
- To ensure that all staff are familiar with the child protection procedures at St. Anthony's School.
- To ensure that staff have access to appropriate training and further information and guidance in the area of child protection.
- To promote pupils' skills and knowledge so that they can better protect themselves.
- To promote communication and better working arrangements with other agencies with a role in the protection of children.
- Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.

**This policy should be read in conjunction with the DFE, 'Keeping Children Safe in Education 2016' Part One. All staff should make themselves aware of this document's contents. This can be found on the School Intranet and Website. This policy and any other changes will be discussed at staff meetings throughout the year as appropriate.**

## **Other documents that can be read**

**DfE Working Together March 2015**  
**Ofsted Safeguarding Guidance June 2015**  
**DfE PREVENT advice June 2015**  
**Safer Working Practice 2015**

## **2. Introduction**

The purpose of this policy is to inform those that work closely with children and their families as to the most common signs of child abuse and to prescribe the procedures that must be followed to protect the child.

Abuse may be sexual, physical, emotional or neglect. Abuse can take place within the family, in schools, homes, youth clubs, via the internet, social media and mobile phones or anywhere where children and young people live or frequent. It can be perpetrated by relatives, strangers, staff in schools or institutions, or by other young people. It is believed that disabled and vulnerable children are at least five times more at risk of being abused than all other children.

It is the duty of **all** staff, to be aware of the possibility that pupils that they care for, may be abused within or outside the context of the school. Because of our day-to-day contact with individual pupils during the school term, we are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. **All** staff have a responsibility to report any suspicions of abuse in order that the procedures laid down by the Local Safeguarding Children Board can be followed. Copies of these procedures are available online at <http://sussexchildprotection.procedures.org.uk> and staff should make themselves familiar with the contents. Individuals do have the right to report their concerns directly to the Social Services or police, if that is felt to be appropriate. St. Anthony's School will work closely with the Local Safeguarding Children Board.

Staff, governors and volunteers should be aware that safeguarding is not just about protecting children and young people from deliberate harm. It includes:

- Pupils' health and safety
- Bullying
- Racist abuse
- Harassment and discrimination
- Use of physical intervention
- Meeting the need of pupils with medical conditions
- Providing first aid
- Drug and substance misuse
- Educational visits
- Intimate care
- Internet safety
- School security
- Issues that may be specific to a local area or population

### **3. Reporting suspicions of child abuse**

Adults looking after children and young people must be aware of the risk of abuse by adults or other young people. Child abuse can and does occur in all areas and aspects of life. St. Anthony's School is not immune. **All** staff must know what to do if they suspect abuse or are told about abuse.

- (a) The Headteacher, Assistant Headteacher (RA), Pastoral Manager and Senior Manager (LSu) are the designated Child Protection Officers for the school. Any suspicions of abuse should initially be reported to the Pastoral Manager. In their absence, concerns should be reported to the Headteacher or Assistant Headteacher (RA). Verbal reports should be followed by a written report within 24 hours, which should include a transcript of any relevant conversations. The Pastoral Manager is responsible for liaising between concerned parties and co-coordinating/recording all relevant information.
- (b) Individual members of staff may only have awareness of one part of the whole picture and **all** suspicions, however trivial should be reported. (See Report document for Pupil Safeguarding Concerns –Appendix 3)
- (c) Staff concerns and suspicions should be recorded on the Concerns Sheet and if required a Child Protection Form, which are available from the Pastoral Manager. An example of a form is in Appendix 2. Written accounts, together with any drawings, should be handed to the Pastoral Manager and will be kept in a confidential file located in their office.
- (d) Where a child discloses information to a member of staff, it is essential that the child is believed and not questioned. The child must be offered as much support as possible. Please follow the procedure as in C above without further discussion with anyone. To avoid contamination of evidence a child must not be 'interviewed'. Staff should simply

establish that there may have been an incident that needs reporting. Anything staff are told by a child should be written exactly as told.

- (e) If staff suspect any form of abuse from their general observations of the child, they will use the above procedure.
- (f) Any action to be taken on the basis of suspicion is the decision of the Headteacher. This decision is made based upon all the evidence available and through discussion internally and with the social and caring services or police. In the event of a referral, staff will be informed of any outcome and the decisions made in terms of further action, support required or in the case of staff, disciplinary measures may be taken.
- (g) In most circumstances it is the responsibility of the Headteacher to inform parents of any allegations. Where there are doubts on such a course of action discussion will take place with the Childrens Access Point (CAP). Advice may be sought from the Social and Caring Services before informing parents. If a referral needs to be made to Social Services the school will contact parent prior to the referral. Except in circumstances where a family member at home is named by the child as the perpetrator. We would then make a referral to Social Services without contacting home.
- (h) Confidentiality – Staff are reminded that often sensitive information is shared about pupils in review, staff meetings and briefings, on a 'need to know basis. All information about pupils is confidential and under no circumstances should individual pupils be discussed or information shared, outside the work situation. Pupils will be assured that any information that they share with staff will be treated sensitively. Promises of secrets should **not** be made. Staff have a responsibility to record and share information as appropriate with the staff group of other agencies as necessary.

At the earliest opportunity, the member of staff who is receiving the disclosure should explain to the child that they will need to discuss the situation with Designated Member of staff. (HB, RA, AP, LSu).

**For further advice and guidance regarding confidentiality, please refer to the Confidential Reporting Policy for Pupils**

#### **4. Signs and Symptoms of Abuse**

Abuse is a violation of an individual's human rights. It can be a single act or repeated acts. It can be physical, sexual or emotional. Abuse also includes acts of neglect or an omission to act. The four distinct types of abuse are categorised below.

##### **Signs of emotional abuse**

Emotional abuse is the severe, adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment. This category should be used where it is the main or sole form of abuse. Signs of emotional abuse may include:

- delay in physical and emotional development
- sudden speech disorders
- drugs/solvents abuse
- compulsive stealing and scavenging
- running away
- admission of punishment which seems excessive
- fear of parents being contacted
- extremes of mood
- self deprecation
- over reaction of mistakes

- fearful of change in situation
- inappropriate emotional responses to painful situations
- neurotic behaviour (eg rocking, hair twisting, thumb sucking)
- self mutilation

### **Signs of sexual abuse**

Sexual abuse is the involvement of dependent, developmentally immature children and young people in sexual activities they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles. It may involve being forced to take part in a sexual activity against their will, inappropriate or unnecessary physical contact, exposure to pornography or suggestive comments or innuendo. Signs of sexual abuse may include:

- any of the signs of emotional abuse, plus –
- sleep disturbance or nightmares
- wetting, day or night
- fear of undressing for PE etc.
- chronic illness, especially throat infections and venereal disease
- genital itching or pain
- anorexia or bulimia
- distrust of familiar adult/apparent secrecy
- unexplained gifts of money
- depression and withdrawal
- sudden changes in behaviour or school performance
- displays of affection in a sexual way inappropriate to age
- tendency to cling or need constant reassurance
- tendency to cry easily
- regression to younger behaviour
- phobias or panic attacks

### **Signs of physical abuse**

Physical abuse involves physical injury to a child, including deliberate poisoning, where there is a definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented. Typical features of physical abuse may be bruises and abrasions, especially about the face, head, genitals or other parts of the body where bruises would not be expected to occur. Some types of bruising are particularly characteristic of non-accidental injury, especially when the child's explanation does not match the nature of the injury. Signs of physical abuse may include:

- frequent injuries or bruising
- untreated injuries
- questionable excuses give to explain injuries
- refusal to discuss injuries
- unexplained injuries of burns, particularly if recurrent
- distrust of medical help
- arms and legs kept covered in hot weather
- admission of punishment which seems excessive
- self destructive tendencies
- bald patches
- aggression towards others
- withdrawal from physical contact
- fear of returning home
- running away

## **Signs of neglect**

Neglect is the failure to meet basic needs, exposure to any kind of danger, including cold and starvation, lack of medical attention or a child being left alone unsupervised. Neglect results in serious impairment of the child's health or development, including the failure to thrive.

- constant state of hunger
- constant state of fatigue
- inadequate clothing
- poor personal hygiene
- untreated medical problems
- emaciation
- frequent lateness or absence from school
- compulsive stealing or scavenging
- running away
- peer group rejection
- poor social skills
- nervous/inconsistent behaviour
- destructive tendencies
- low self esteem

## **5. Why children with special needs and disabilities are particularly vulnerable to abuse**

- Offenders see children with disabilities as safe targets
- Children with SEN often do not receive the same information about keeping safe or about sexuality.
- Children with SEN often receive less attention from family and less social interaction in general.
- Disabled children are often incapable or less able of telling others when they do not feel safe.
- Disabled children are more dependent on those who provide services and care.
- Those who take care of children with SEN can be more dependent on those who provide services and care and do not wish to 'rock the boat'.
- Often people do not know what to expect of children with SEN, therefore the signs of abuse become features of the disability.
- Because of the need for intimate care, children with SEN may not regard their body as private
- Children identified as BSED are often assumed to be lying/troublemakers.

## **6. The Curriculum**

Promoting an ethos where pupils feel safe and a curriculum that allows the development of the necessary skills and information for pupils to protect themselves, are key objectives of the school. All teachers and support staff, along with parents, have a key role to play in this work.

Where pupils feel that they are being valued, treated with respect, being believed and actively listened to, they will feel more secure to voice concerns.

The co-ordinator for Personal Social Development and Pastoral Manager have key roles in the development of the child protection curriculum, the organisation of resources and in giving guidance to staff. They are supported by the advisory service and other agencies along with the Senior Leadership Team.

The Pastoral Manager will usually be the person who represents the school at child protection meetings and case conferences. They will be supported in this role by the Headteacher.

## **7. Cases of Abuse**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

## **8. Supervision**

The supervision of pupils with special needs in schools is an important and responsible task. A balance will always have to be made between providing a 'normal' environment and duty of care. It is important that staff follow the agreed procedures, share information as a team and be active and aware of critical times and particular combinations of pupils. If you are ever in doubt always ask for support and advice.

## **9. Staff Education and Training**

St. Anthony's School will provide training for all staff to raise awareness of the signs of abuse and ensure that all staff are aware of the procedure for reporting concerns. Within the budget constraints and the priorities of the school development plan, decisions are made regarding which courses are supported. Staff should consult with The Headteacher or Pastoral Manager, if they wish to be considered for any courses or require further information. In-house training will be provided for all staff working directly with children.

- The DMS(s) will receive appropriate training every two years to ensure that their knowledge, understanding and skills are up to date.
- All other members of staff will receive appropriate training every year
- All new staff will receive initial training in safeguarding and child protection as part of their induction programme
- Every staff member will be provided with a copy of this policy when they are appointed
- Every member of staff must ensure that they read this policy in its entirety and accept that it is their duty to:
  - a) Be familiar with this policy
  - b) Implement this policy and co-operate with the school management in safeguarding children

## **10. Recruitment**

The school operates and embraces the responsibilities set out in "***Safeguarding Children and Safer Recruitment in education***", which came into force in January 2007.

- The selection and recruitment process will include questions at interview, to establish if potential staff members have knowledge and understanding of safeguarding and child protection procedures
- At least one member of every interview panel will have successfully completed Safer Recruitment training
- The school will maintain a single central record of recruitment and vetting checks for all staff, supply staff and instructors working at the school or at FE colleges providing

education for our pupils. The single central record will also include vetting information for volunteers and governors.

- The single central record will indicate whether or not the following have been completed:
  - a) Identity checks
  - b) Qualification checks for any qualifications legally required for the job
  - c) Checks of permission to work in the UK
  - d) List 99 checks
  - e) DBS Enhanced Disclosure
  - f) Overseas criminal record checks where appropriate
- The single central record must also indicate the date each check was completed or the relevant certificate obtained and should show who carried out the check

### **11. Guidance for staff, volunteers and governors working with children and young people**

In order to protect themselves from allegations staff, volunteers and governors should follow these guidelines:

- Always be publicly open when working with children.
- In PE/swimming where any form of manual support is required, this should be provided openly. The member of staff should also be extremely careful, as it is difficult to maintain hand positions when the child is constantly moving.
- Staff should not change for activities such as swimming, games or P.E., with the children.
- Staff should have due regard for pupils rights of privacy, while at the same time ensuring appropriate supervision eg changing and washing.
- Staff should not put themselves in a vulnerable position with a pupil and not work alone or in isolation with a pupil, except with prior agreement or if being monitored by CCTV.
- Do not take children alone in a car on journeys, however short, without the agreement of the Headteacher and parents.
- Do not make home visits, alone, without the agreement of the Headteacher.

### **12. Allegations against members of staff**

The following process should be implemented if an allegation is made against a member of staff. If a child or parent makes a complaint about a member of staff (including voluntary staff), the person receiving the information must take it seriously and immediately inform the Headteacher.

- Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff at school or elsewhere, must immediately inform the Headteacher. The Headteacher must make a record of the concerns including a note of anyone else who witnessed the incident or allegation.
- If there are concerns about the DMS, the person concerned should report the concern immediately to the Headteacher. If the Headteacher is absent, the Chair of the Board of Governors must be informed immediately.
- If there are concerns about the Headteacher, the person receiving the allegation should inform one of the other DMS's who will immediately inform the Chair of Governors without notifying the Headteacher first.
- The Headteacher will not necessarily investigate the allegation itself, or take written or detailed statements, but they will assess whether it is necessary to refer to the local Social Services team.
- If the Headteacher decides that the allegation warrants further action through Child Protection procedures, they must make a direct referral to the local Social Services team and follow the referral, if verbal, with a written report within twenty four hours.
- If the allegation constitutes a serious criminal offence, it will be necessary to contact Social Services and the Police before informing the member of staff.
- If it is decided not necessary to refer to Social Services, the Headteacher will consider whether there needs to be an internal investigation.



- Allegations will be handled with confidentiality as far as possible, so that a member of staff resuming work after an allegation can do so confident that the incident is not general knowledge. Counselling may be offered and organised on a case by case basis in the most appropriate manner possible.
- The school's DMS will additionally notify OFSTED of any allegations of serious harm or abuse by any person living, working or looking after children at school or elsewhere, or any other abuse which is alleged to have taken place on school premises and of the action taken in respect of these allegations within 14 days.

A St. Anthony's School representative will report to the Independent Safeguarding Authority (ISA) within one month of leaving school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. The address for referrals is PO Box 181, Darlington, DL1 9FA (tel 0300 123 1111). Ceasing to use a person's services might include: dismissal, non-renewal of a fixed term contract, no longer engaging/refusing to engage a supply teacher provided by an employment agency, terminating the placement of a student teacher or other trainee, no longer using staff employed by contractors, no longer using volunteers, resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. Reports to the ISA will be as detailed as possible.

**This policy is intended to be read in conjunction with the following school policies:**

- Behaviour and Discipline
- Confidential Reporting
- Control and Restraint
- Equality and Diversity
- Health and Safety
- Induction
- Intimate Care of Pupils
- Manual Handling
- Medical Needs
- Pastoral Care
- Race Equality
- Spiritual, Moral, Social and Cultural
- Substance Use and Misuse
- Attendance
- Looked After Children

## Appendix 1

### ST. ANTHONY'S SCHOOL GUIDANCE FOR CHILD PROTECTION DISCLOSURE AND REFERRALS

#### If child makes a disclosure the follow guidance must be followed:

1. Listen to the child, rather than question them
2. If you have to question the child **DO NOT** use leading questions
3. Never stop a child in free flow
4. **Make notes at the time.** Put the date and time on notes and record the name of anyone else present. Sign the notes.
5. Reassure the child, but inform them that you will have to tell other people who will help to protect them.
6. Keep a substantial record of events which follow.
7. Refer all concerns to the Pastoral Manager or Headteacher, at the earliest possible time.
8. Do not discuss the disclosure with other staff. The Headteacher will decide if and when the information will be shared with other staff.

**Appendix 2**  
**ST. ANTHONY'S SCHOOL**  
**CONFIDENTIAL**  
**INTERNAL CHILD PROTECTION RECORD**

At.....(Time)      On.....(Date)

I was approached by..... (No.) Pupils(s)

Name(s) .....

Concerns:

Signed (member of staff).....

Name (Capitals) .....

**All notes of what the child said and any responses that are made by staff, should be attached to this form and handed to the Pastoral Manager**

Pastoral Manager to complete this section

Received by .....

Date.....Time.....

**Action**

Signed.....Date.....

**Appendix 3**

**St Anthony’s School**  
**Report document for Pupil Safeguarding Concerns**

For use by staff to report their concerns about a pupil in school.

<b>Pupil Name</b>	<b>Class</b>
<b>Reasons for concern:</b>	
<b>Member of staff</b>	<b>Date</b>
Once complete send to Pastoral Manager	

**Action Taken**

**Signed**

**Date**

*NB: This form will be printed on pale yellow paper*

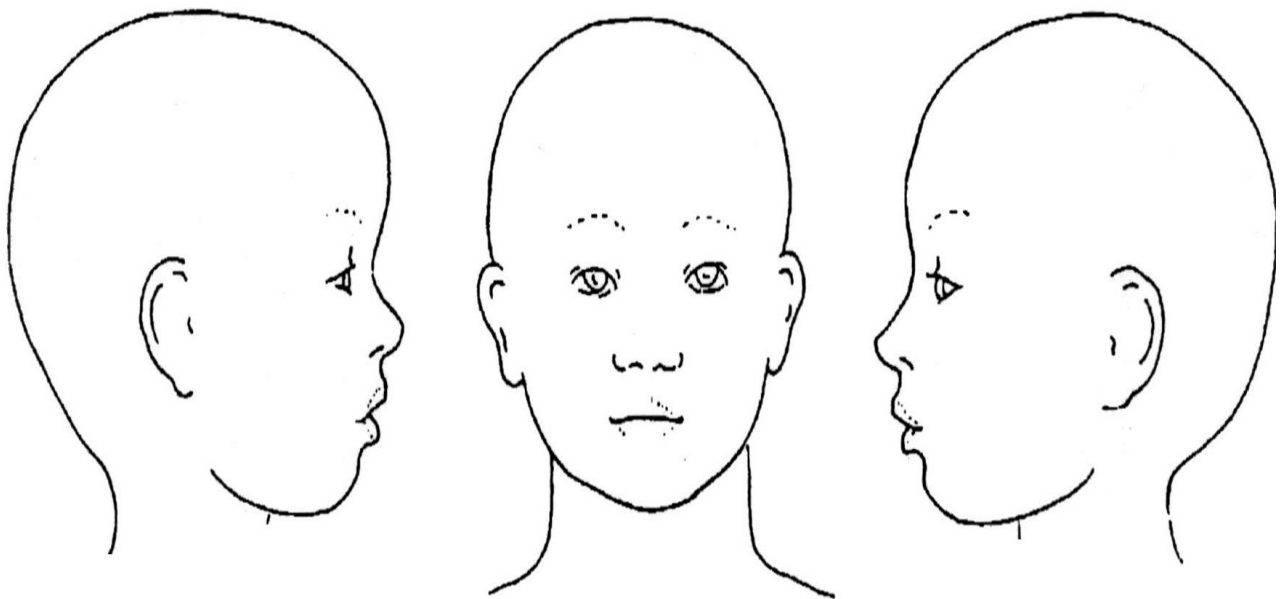
# Head Map

Name of child.....

Witnessed by.....

Signed.....

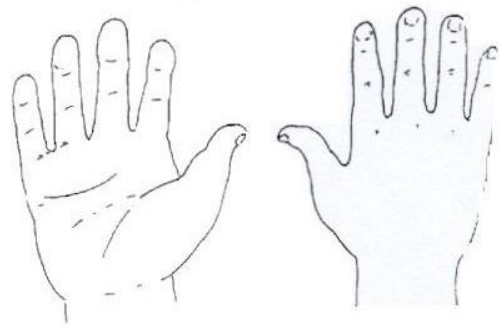
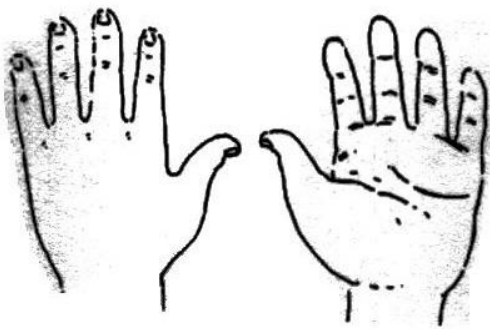
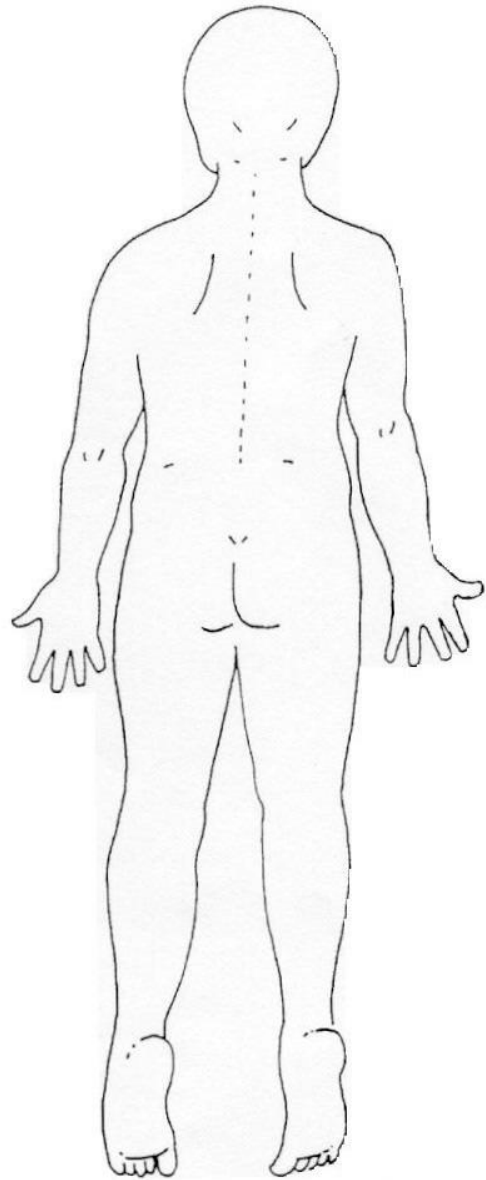
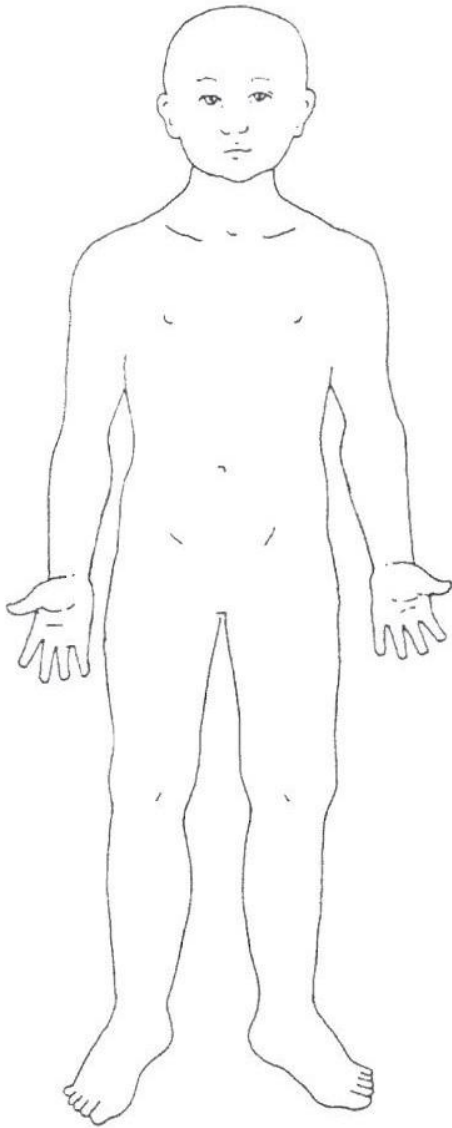
Date.....





Name .....

d.o.b....



Witnessed  
by.....  
Signed ..... Date.....

