



CHURCHILL
SCHOOL

Safeguarding Policy

Everyone who comes into contact with children and their families has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. This means that they should consider, at all times, what is in the best interests of the child.

(Keeping Children Safe in Education, 2016)

Purpose and Aims

The purpose of Churchill Schools safeguarding policy is to provide a secure framework for the school in safeguarding and promoting those pupils who attend our school. The policy aims to ensure that:

- ◆ All our pupils are safe and protected from harm.
- ◆ Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices;
- ◆ Staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours and the school's legal responsibilities in relation to the safeguarding and promoting the welfare of all of our pupils.

Ethos

Safeguarding in our school is considered everyone's responsibility and as such our school aims to create the safest environment within which every pupil has the opportunity to achieve their Five Outcomes. We recognise the contribution it can make in ensuring that all pupils registered or who use our school feel that they will be listened to and appropriate action taken. We will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

Responsibilities and Expectations

Churchill School has a Governing body whose legal responsibility it is to make sure that the school has an effective safeguarding policy and procedures in place and monitors that the school complies with them. The Governing body also ensures that the policy is made available to parents and carers if requested. It is also the responsibility of the Governing body to ensure that all staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for handling allegations of abuse made against members of staff (including the Head Teacher) and volunteers. The Governing body will ensure that there is a Named Governor and a Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues in our school including the Prevent Duty which are outlined in Keeping Children Safe in Education 2016.

The **Designated Safeguarding Lead** is: Mrs. Georgina Ellis. If she is not available then the **DSL Alternate** is: Mrs. Kirsty Richards (*the alternate DSL can also be contacted with any safeguarding concerns*). The **Named Safeguarding Governor** is: Mrs. Rosie Smithson.

It is the responsibility of the Designated Safeguarding Lead to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school. The Designated Safeguarding Lead has a role in ensuring that the whole school safeguarding training takes place at least every three years. The Designated Safeguarding Lead is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all conferences, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions to safeguard and promote the child's welfare. The Designated Safeguarding Lead is also required to complete a Self-Review Assessment Report annually which demonstrates that the Safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the Named Governor for Safeguarding to ensure these improvements are implemented. The self-review is to be shared annually with the Local Authority, who will have an auditing role in ensuring the school is meeting its Safeguarding requirements under section 175/157 of the Education Act 2002 for both maintained and independent schools.

All Child Protection concerns need to be acted on **immediately** as early intervention is paramount in ensuring that any safeguarding concerns are dealt with expediently. In addition staff are suitably trained to identify any children that may benefit from early help. If school staff are concerned that a child may be at risk or is actually suffering abuse, they should tell the Designated Safeguarding Lead immediately. The Designated Safeguarding Lead will establish whether the child is a concern or at risk of immediate danger and act accordingly. All staff are aware that confidentiality is required when dealing with safeguarding and reporting systems are in place to help to ensure confidentiality is maintained which are outlined in the Education Act 2002.

All staff will be given copy of the most up-to-date “Keeping Children Safe in Education – Part 1” to read. Staff will be given regular updates and the key points will be reinforced in whole school staff meetings throughout the school year.

All Adults, including the Designated Safeguarding Lead, have a duty to refer all known or suspected cases of abuse to Children’s social care or the police. Where a disclosure is made to a visiting staff member from a different agency, e.g. the School Nurse, it is the responsibility of that agency staff to formally report the referral to the School’s Designated Lead in the first instance.

Recognising Concerns, Signs and Indicators of Abuse.

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education, radicalisation and online safety etc. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

The following indicators listed under the categories of abuse are not an exhaustive list (*from Keeping Children Safe in Education, 2016*):

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent them. They may be abused by an adult or adults or another child or children.

Physical Abuse

This is a form of abuse which may involve hitting, shaking, throwing, poisoning, punching, kicking, 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. This was previously known as Munchhausen’s Syndrome by Proxy.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Symptoms that indicate emotional abuse include:

- ◆ Excessively clingy or attention seeking.
- ◆ Very low self-esteem or excessive self-criticism.
- ◆ Withdrawn behaviour or fearfulness.

- ◆ Lack of appropriate boundaries with strangers; too eager to please.
- ◆ Eating disorders or self-harm

Sexual Abuse

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. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or 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.

Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries or disclosure, sexually transmitted diseases, inappropriate sexualized behaviour including words, play or drawing.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific Safeguarding Issues

Peer to Peer Abuse

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim. There is no clear definition of what peer on peer abuse entails. However it can be captured in a range of different definitions:

- **Domestic Abuse:** relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control in their intimate relationships;
- **Child Sexual Exploitation:** captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age - including another young person;
- **Harmful Sexual Behaviour:** refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours);
- **Serious Youth Crime/Violence:** reference to offences (as opposed to relationships/ contexts) and captures all those of the most serious in nature including murder, rape and grievous bodily harm between young people under-18.

Child Sexual Exploitation

Child Sexual Exploitation (CSE) involves exploitive situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. Young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM)

This is against the law, yet for some communities it is considered a cultural requirement. It is illegal for someone to arrange for a child to have FGM either in the UK or to be sent abroad. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate a risk but if there are two or more indicators present this could signal a risk to the child or young person. The SDLs have completed an on line training course which highlights the key indicators of FGM and the key indicators have been passed onto staff. Victims of FGM are likely to come from a community that is known to practise FGM. Girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them. If any member of the school discovers that that an act of FGM has been carried out on a girl under the age of 18, the member of staff must report this to the police.

Other Specific Safeguarding Issues include:

- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

Further information and guidance on the above can be found on the NSPCC website: www.nspcc.org.uk, via the GOV.UK website or on the Suffolk Safeguarding Children Board website: www.suffolkscb.org.uk.

Current Safeguarding Issues

The following Safeguarding concerns actual or suspected should be referred immediately to Children's Social Care. The concerns featured below are linked to guidance and local procedures which where available can be found on the Suffolk Safeguarding Children Board website at: www.suffolkscb.org.uk.

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. We do not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

Forced Marriage

Churchill School does not support the idea of forcing someone to marry without their consent and will follow SCB procedures to refer any child and young person immediately to Children's Social Care.

Honour Based Violence

Honour based violence is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk from Honour based violence we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where staff at Churchill are made aware of a child that is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of our staff we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

Children Missing Education

“Basic to safeguarding children is to ensure their attendance at school.” (OFSTED 2002). Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Churchill we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education because of suspected abuse, we will report to Children’s Social Care and the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place.

Sexually Active under Eighteen years old

It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services. At Churchill we will ensure our policy for managing this issue links to the available protocol.

Domestic Abuse

The Government defines domestic abuse as “Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality”

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989.

Where there is evidence of domestic violence, we will report our concerns to the appropriate agency including Children’s Social Care and the police in order to prevent the likelihood of any further abuse taking place.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent
- A person who is not a parent but has parental responsibility
- A close relative
- A Local Authority

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Churchill School to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

Child Exploitation and Online-Safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people we will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our Online-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Churchill School utilizes the filter systems put in place by Samuel Ward Academy which are designed to block any inappropriate information or sites being accessed by children or staff. In addition, internet use by staff and children is regularly monitored. The IT team will notify the Headteacher of any inappropriate or suspicious activity. If there are concerns about the Headteacher's use of IT, then this will be reported to the Chair of Governors. More explicit information about on-line safety is outlined in the school's Online Safety Policy.

Mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. use of the learning platform. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Children Board to ensure Churchill School is a safe place to learn and work.

Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children.

Disabled children do however require additional action. This is because they experience greater risks and '*created vulnerability*' as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment. We will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

Safer Recruitment and Selection

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. At our school we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. We will ensure that all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards.

What to do if you are concerned

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- ◆ **Do** stay calm and listen carefully.
- ◆ **Do** reassure them that they have done the right thing in telling you.
- ◆ **Do not** investigate or ask leading questions.
- ◆ **Do** let them know that you will need to tell someone else.
- ◆ **Do not** promise to keep what they have told you a secret.
- ◆ **Do** inform your Designated Safeguarding Lead as soon as possible.
- ◆ **Do** make a written record of the allegation, disclosure or incident which you must sign, date and record your position. (Forms are located in the staffroom)
- ◆ **Do not** include your opinion without stating it is your opinion.
- ◆ **Do** refer without delay.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Head teacher. Where those concerns relates to the Headteacher however, this should be reported to the Chair of Governors using the school's Whistle Blowing Policy. (There is a copy in the staffroom on the notice board)

Managing Allegations- Whistleblowing

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons. Information on whistleblowing can be found on the NSPCC Helpline, details of which can be found on: <https://www.nspcc.org.uk/fighting-for-childhood/news-opinion/new-whistleblowing-advice-line-professionals>.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the Headteacher. In the case of the allegation being made against the Headteacher this will be brought to the immediate attention of the Chair of Governors and the Area Education Manager. The Headteacher/Chair of Governors must discuss with the Designated Officer (DO) the nature of the allegations in order for the appropriate action to be taken. In Suffolk this role is undertaken by the Area Safeguarding Manager. This will constitute an initial evaluation meeting or strategy discussion involving the Designated Officer. Dependent on the allegation being made, the Headteacher or Chair of Governors will need to:

- ◆ Refer to the Designated Officer immediately and follow up in writing within 48 hours. Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- ◆ Contact the parents or carers of the child/young person if advised to do so by the Designated Officer.
- ◆ Consider the rights of the staff member for a fair and equal process of investigation.
- ◆ Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- ◆ Act on any decision made in any strategy meeting or evaluation meeting.
- ◆ Advise the Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

Training

All members of staff and volunteers will have access to whole school safeguarding training at least every three years. We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers.

Our Designated Safeguarding Lead and Alternate will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the Designated Safeguarding Lead/Alternate to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school. This includes taking part in multi-agency training in addition to safeguarding training.

Our Governing body will have access to safeguarding training and our Named Governor for Safeguarding will also undertake additional training at least every two years to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on a termly basis to our Governing body and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include a summary of our Safeguarding Policy to parents in our school prospectus/website and will post a copy of our policy throughout the school. We are also able to arrange for our policy to be made available to parents whose first language is not English on request.

Useful Contacts:

Suffolk Safeguarding Children Board www.suffolkscb.org.uk

NSPCC: www.nspcc.org.uk

Customer First: 0808 800 4005

Police: 999

Review

Author	Date	Frequency of Review
Georgina Ellis	Autumn Term 2017	Annual
Adopted by the Governing Body	Reviewed	Reviewed
Date: Autumn term 2017	Date:	Date:
Signed	Signed	Signed



Recording Form for Safeguarding Concerns (Must be hand-written)

Name of pupil/student	Date of birth of pupil	Class	Your name and position	Date
Nature of concern/disclosure <u>Only record facts; DO NOT add your own opinion</u>				
Was there an injury? Yes/No		Did you see it? Yes/No		
Describe the injury:				
Have you filled in a body plan (see over) to show where the injury is and its approximate size? Yes/No				
Was anyone else with you? Yes/No If yes, who?				
Where were you?				
Has this happened before? Yes/No		If yes, did you report the previous incident? Yes/No		
Who are you passing this information to?		Date:	Time:	
Name:				
Your Signature: _____				
Date: _____				

Action taken by DSL/Alternate:

Parents informed? Yes/No If No, state reason:

Referral made? Yes/No If yes, to whom:

Feedback given? Yes/No If yes, to whom:

DSL/Alternate's signature:

Date:

Churchill School

We are committed to safeguarding and protecting the welfare of our staff and students in school.

The safeguarding policy is reviewed annually by the Governing Body and a copy is given to all staff. It can also be found in the Headteacher's office.

A copy of "What to do if you are concerned a child is being abused" is issued to all staff and displayed in the staffroom.

If you have concerns about a child, a member of staff or volunteer in school, please complete a reporting concerns form.

The names of key staff with responsibility for safeguarding and health are listed below.

Designated Safeguarding Lead	Mrs Georgina Ellis (Headteacher)
Alternate Designated Safeguarding Leads	Mrs Kirsty Richards
Governor with responsibility for safeguarding	Mrs Rosie Smithson
First Aiders	Miss Claire Morton Miss Shantelle Rogers Miss Destiny Jaggard Mrs Kathryn Hadley Miss Georgia Hack Miss Amber Briggs Mrs Sam Arbon Mrs Lori Clark Mrs Elaine Naxton Miss Rachel Sawyer Miss Lisa Bridge Mrs Debbie Richardson Mrs Kerry Barlow Mrs Paula Calver

If you have any concerns about a child DO NOT DELAY. Pass on the information to the Designated Safeguarding Lead.

