

Safeguarding and child protection policy

January 2016

Parayhouse is a specialist school catering for students with a range of speech, language, communication and learning needs. All students have access to the full National Curriculum which is adapted to meet the needs of our differentiated teaching groups.

This Child Protection Policy should be read in conjunction with the school's policies on Attendance, Complaints, Behaviour Management (including anti-bullying), Health and Safety, Equal Opportunities, Risk Assessments, Sex Education, Special Educational Needs, Intimate Care, Whistle-blowing, Family Support Policy (these can be found on Teachershare)

Policy ratified by Governors:

Policy available to parents: via website/request

Policy to be reviewed: January 2017

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Aims

All children have the right to be safeguarded from harm or exploitation whatever their:

- gender or sexuality
- race, religion, first language or ethnicity
- age
- health or disability
- political or immigration status
- social and economic status

The attitudes of the School towards its students have a role to play in promoting Child Protection and an awareness of the issues that surround it and of children's rights. The School will:

- Seek to provide an environment where pupils feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to.
- Seek to promote student's self esteem and confidence.
- Recognise and respect children as individuals in the light of culture, religion, gender, sexuality, ability, wishes and feelings, and celebrate individual differences.
- Seek to promote relationships with parents and carers, with the wider community and with external agencies.
- Provide an environment where there can be opportunities for discussion on sensitive issues such as relationships, emotions, touching, bullying and other problem areas that students wish to discuss.
- Provide a pastoral network to offer suitable support and guidance so that students have a range of appropriate adults whom they feel confident to approach if they are in difficulties.
- Seek to ensure that ongoing support is offered to students after a disclosure concerned with Child Protection issues.
- Child Protection is part of induction training for all new staff. The Designated Person ensures that all staff have 'refresher' training every year.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The School recognises that children with **Special Educational Needs [SEN]** may be especially vulnerable to abuse and expects staff to take extra care to interpret correctly apparent signs of abuse or neglect.

A Speech and Language Therapist **[SLT]** should be present at interviews where students would be assisted by signing to understand/express themselves.

Staff responsible for any intimate care of children will undertake their duties in a professional manner at all times and ensure the child's dignity is preserved with a high level of privacy, choice and control (see Parayhouse School Intimate Care Policy and Practice).

PARENTAL INVOLVEMENT

Parents and carers have the main responsibility for safeguarding and promoting their child's welfare and Parayhouse school recognises the vital importance of working in partnership to ensure the welfare and safety of students,

This School is committed to helping parents/carers understand its role and responsibility for the welfare of all students.

Parents/carers will be made aware of the school's Child Protection Policy via the School prospectus and initial meetings with parents of new students and on the school website.

Our school provides opportunities for parents and carers to discuss any problems with the Family Support Manager, teachers and other relevant staff.

Concerns should be discussed with parents/carers in the first instance and the DP should advise of the need to make referrals to the Children's Services local office, unless to do so would place the student at increased risk of significant harm.

The Family Support Manager provides advice and signposts parents and carers to other services and resources when pupils need extra support that the school cannot provide.

Purpose of the policy

Parayhouse is committed to helping children achieve good outcomes by providing a safe learning environment that promotes their welfare and helps them to develop socially and emotionally so that they can make the most of their life chances.

- ✓ Parayhouse School believes that children must be protected from all forms of violence and exploitation.
- ✓ **Everyone** has a responsibility to support the care and protection of children.
- ✓ We listen to children and young people, respect their views and respond to them directly, giving weight to their wishes.
- ✓ Children should be encouraged to fulfill their potential.
- ✓ We challenge inequalities for children and young people.
- ✓ Every child must have someone to turn to.
- ✓ We support the UN Convention for the Rights of the Child.

Definition of Child Protection

The principles embedded in The Children Act 2004, Every Child Matters, Safeguarding Children and The United Nations Rights of the Child are:

- The rights of the child are paramount
- Adults have a duty to ascertain the wishes and feelings of the child, in the light of his/her age and understanding.
- Adults must promote the development of the child to his/her full potential: intellectual, physical, social, emotional and behavioural.
- Adults must promote the protection of children from harm or ill-treatment, including supporting a child's development in ways which will foster self-esteem, security, confidence and independence to help ensure his/her own protection and understand the importance of protecting others.

Every child matters 2004

Be healthy	Physically healthy Mentally and emotionally healthy Sexually healthy Healthy lifestyles Choose not to take illegal drugs <i>Parents, carers and families promote healthy choices</i>
Stay safe	Safe from maltreatment, neglect, violence and sexual exploitation Safe from accidental injury and death Safe from bullying and discrimination Safe from crime and anti-social behaviour in and out of school Have security, stability and are cared for <i>Parents, carers and families provide safe homes and stability</i>
Enjoy and achieve	Ready for school Attend and enjoy school Achieve stretching national educational standards at primary school Achieve personal and social development and enjoy recreation Achieve stretching national educational standards at secondary school <i>Parents, carers and families support learning</i>

<p style="text-align: center;">Make a positive contribution</p>	<p>Engage in decision-making and support the community and environment</p> <p>Engage in law-abiding and positive behaviour in and out of school</p> <p>Develop positive relationships and choose not to bully and discriminate</p> <p>Develop self-confidence and successfully deal with significant life changes and challenges</p> <p>Develop enterprising behaviour</p> <p><i>Parents, carers and families promote positive behaviour</i></p>
<p style="text-align: center;">Achieve economic well-being</p>	<p>Engage in further education, employment or training on leaving school</p> <p>Ready for employment</p> <p>Live in decent homes and sustainable communities</p> <p>Access to transport and material goods</p> <p>Live in households free from low income</p> <p><i>Parents, carers and families are supported to be economically active</i></p>

CHILD ABUSE

Child 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 harm. They may be abused by an adult or adults or another child or children.

The categories of child abuse are defined as follows:

Neglect	<ul style="list-style-type: none">• The persistent or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.
Physical Injury	<ul style="list-style-type: none">• Actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child including deliberate poisoning or suffocation. Physical harm may also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child.
Sexual Abuse	<ul style="list-style-type: none">• Actual or likely sexual exploitation of a child or adolescent. Exposure to pornography and child trafficking. The child may be dependent and/or developmentally immature.
Emotional Abuse	<ul style="list-style-type: none">• Actual or likely severe adverse effect on the emotional and behavioural 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 when it is the main or sole form of abuse.

Parental attributes	<ul style="list-style-type: none"> • Misusing drugs and/or alcohol. Physical/mental health or learning difficulties. Domestic violence. Avoiding contact with school and other professionals
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RECOGNITION AND IDENTIFICATION OF ABUSE

The generally accepted criteria of significant harm are as follows: a child is suffering from, or likely to suffer:

- harm from ill-treatment: physical, mental or sexual.
- harm from impairment of health: physical or mental, compared with what could reasonably be expected of a similar child.
- harm from impairment of development: behavioural, emotional, physical, intellectual or social, compared with what could reasonably be expected of a similar child.

If the harm is deemed to be significant, is it attributable to the care given, the care likely to be given, or the child being beyond parental control?

A member of staff may become aware of suspected abuse:

- **by his/her own observations and concerns.**
- **by being told by another person that they have concerns about a child**
- **by an anonymous communication.**
- **by disclosure by the child.**
- **by disclosure by the abuser.**

All children are entitled to equal protection and the promotion of their interests; all staff should be sensitive to the culture and background of children and their families.

Emotions

- *accommodation, anxiety, guilt, distress and despair.*
- **A young child** may accommodate his emotional response and this may be evident in his play, his social interactions and his language
- **An older child** may exhibit anxiety in the form of poor self-esteem, an inability to befriend or be befriended, and an inability to learn
- **A more mature child** may experience guilt, manifesting itself in lack of confidence, poor motivation, distrustfulness and deterioration in school work.
- **An adolescent** may react with distress and despair, characterized by a lack of ambition, poor academic skills and an inability to accept any responsibility.

Behaviours

- **A range of behaviours may indicate that a child is suffering from abuse**
- **In a young child:**
clinging/withdrawn/naughty/attention-seeking/silent/tantrums/avoiding touch/frozen watchfulness/smearing/pica (eating abnormal substances such as dirt, hair, faeces)/bedwetting/sexualized play/flinching/inability to play/inability to share.
- **In an older child:** unexplained tummy aches etc./aggression/fear of places and people/sexualized
- **In a more mature child:**
lying/stealing/bullying/fighting/covert undressing/opting out of P.E. etc/poor school work/unpredictable moods/uncooperativeness/class clown
- **In an adolescent:** truancy/exclusion/leaving home/unexplained money/anti-everything attitudes/self-mutilation/substance misuse/arson/promiscuity/mood swings/suicide attempts.
- **Sudden unexplained changes in behavior that is uncharacteristic for the individual.**

Physical signs and symptoms

- **some physical signs and symptoms are particularly characteristic of non-accidental injury.**
- These include: hand-slap marks/twin bruises on either side of the mouth or cheeks/bruising on both sides of the ear/black eyes. Bruising to breasts, buttocks, lower abdomen, thighs and genital or rectal areas could be an indicator of sexual abuse, but sometimes bruises can be confined to grip marks where a child has been held so that sexual abuse can take place.
- Other physical signs and symptoms such as burns, scalds, fractures and poisoning may sometimes be caused non-accidentally. These include: round, red burns on tender non-protruding parts of the body, or on the genitals/ dipping scalds/ bite marks/repeated fractures/spiral fractures/bleeding from the genital area.
- A child who is neglected may show obvious signs: underweight/dirty/smelly/always hungry.

Female Genital Mutilation (FGM)

FGM world health organisation definition: *All procedures involving partial or total removal of the external female genitalia or other injury to the femal genital organs for non-medical reasons.*

School staff can play a key role in protecting girls from FGM.

If you think a girl is at risk of FGM or that FGM may have taken place, you **must report it immediately** as you would any other form of child abuse, to the DP or headteacher (see appendix 3).

Children at risk of forced marriage

Any young person who is being forced into a marriage that they do not consent to will be the victim of child abuse and should be protected. They are likely to be in conflict with their family and may have little trust of adults, especially those from their own community. The family may have made plans to take the young person abroad for the marriage and once this has happened, it becomes more difficult for the authorities in the UK to intervene. Where schools are concerned or aware that a young person is about to be taken out of the UK for the purposes of a forced marriage, they should notify FSSW immediately. The family should not be notified or approached in any way. Schools should remain aware pf a family's plan to go overseas for a period of time, and also if an older sibling has been known to have been forced to marry. Forced Marriage - Detailed guidance - GOV.UK

Extremism

What is extremism?

“Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faith and beliefs” (Cabinet Office 2013).

Students will be taught the risk associated with terrorism through PHSCE lessons.

School staff recognise that our students are vulnerable and possibly influenced by the beliefs and views of others. If you think a student is at risk of radicalisation you **must report it immediately** as you would any other form of child abuse, to the DP or headteacher (see appendix 4).

Designated person

DP (Designated Person): Beverley Routley

Beverley Routley receives annual training from the NSPCC.

Beverley Routley is labelled as the DP on the staff photograph board situated on the 2nd floor landing at the entrance to the School

If Beverley Routley is not available the next **DP** is the Headteacher, Sarah Jackson.

The CP Governor is Daniela Schwatz

Disclosure

If a student discloses to a member of staff that they are being abused, the member of staff should:

- listen to what is said without displaying shock or disbelief and accept what the child is saying
- allow the child to talk freely
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to the child's local social services
- reassure the child that what has happened is not their fault and that they were right to tell someone
- not ask direct questions but allow the child to tell their story
- not criticise the alleged perpetrator
- explain what will happen next and who has to be told
- make a formal record (see appendix 1) and pass this to the **DP** or head teacher immediately

Records

Child protection records relating to students are highly confidential and will be kept in a designated welfare file separate to the student's education records. These records will be securely held within the school.

The DP will ensure that all welfare records have a basic information sheet attached and that this information is kept up to date.

The DP is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.

All information should be recorded on the safeguarding monitoring/incident form (see appendix 1) and all records should be signed and dated.

Records should show:

- what the concerns were
- what action was taken to refer on concerns or manage risk within the School
- whether any follow-up action was taken
- How and why decisions were made.

Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken

The monitoring/incident form must be completed:

- ♦ whenever concerns arise or there is a serious incident
- ♦ where a child is being monitored, prior to a case conference or core group meeting.

Where a child who is subject to a protection plan transfers to another school, the designated person is responsible for ensuring that copies of all relevant records are passed to the designated child protection person at the new school.

Child protection records will only be kept until the student leaves the School. The records of a student who has been subject to a CP Plan will be passed to the student's new placement.

SUPPORTING CHILDREN

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself or find it difficult to develop and maintain a sense of self worth.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all students by:

- Encouraging the development of self esteem and resilience in every aspect of school life whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment.
- Liaising and working together with all other agencies.
- Ensuring there is a named member of staff for each 'looked after' child. A 'looked after' child is in public care of a Local Authority in accordance with section 22 of the Children Act 1989.

DBS checks

In order to ensure that people who work in the School are suitable to do so and are not barred from working with children, the School will take out police and other checks (ie: List 99) with the Disclosure and Barring Service (DBS) as part of the recruitment process. The School will also refer individuals that are considered to be unsuitable to work with children to the DBS.

DBS checks will only be taken out on individuals who are involved in regulated activity, which is defined as close, unsupervised contact on a regular basis involving activities such as:

- ◆ Teaching
- ◆ Training
- ◆ Supervising
- ◆ Care
- ◆ Guidance and advice
- ◆ Driving a vehicle
- ◆ Personal or intimate care.

All visitors and contractors will be:

- informed to report to the school office on arrival
- expected to wear a name-badge or carry some form of identification at all times when on the School premises
- suitably supervised by School staff at all times
- made aware of School health and safety procedures.

WHISTLE BLOWING

We recognize that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff and volunteers should be aware of their duty to raise concerns where they exist, about the management of child protection, which may include the actions of colleagues.

The Headteacher should be informed when a member of staff becomes aware that a student has embarked upon, or is contemplating a course of conduct which is likely to place him or her at moral or physical risk or in breach of the law (Working Together to Safeguard Children 2010).

If a member of staff believes that a student may be about to reveal information that they will have to disclose, the student should be told that the member of staff may have to break their confidence. When it is necessary in the best interests of a young person to pass on information disclosed, confidentiality should continue to be maintained between professionals who need to be informed. A student can be reassured this will be the case.

If a staff member becomes aware of any abuse this must be disclosed to the DP, and the staff member should make it clear to the student that this must be so.

Confidentiality must not be broken without first telling the student.

Should a student under 16 ask a member of staff for personal medical advice the staff member must contact the Head teacher so that advice can be given on the appropriate agency to contact.

Confidentiality is to be maintained throughout the procedure. Information shall only be shared with those people directly involved and who need to know. **If a member of staff suspects abuse from what a student has told them in confidence they have a legal duty to break that confidentiality.** If a student asks for confidentiality before making a disclosure, a member of staff cannot give it, but can let the students know who will be told and when. This must be stated honestly to the student.

ALLEGATIONS AGAINST A MEMBER OF STAFF

This is a particularly complex and difficult area of Child Protection. Great care must be taken in circumstances where an allegation is made against a member of staff. The following must be borne in mind:

- A crime may have been committed
- A child may need protection from further abuse
- Disciplinary action may need to be taken for staff
- Staff may need support during this process

The following procedures should be adhered to by the DP or by the Headteacher in any of the circumstances listed below:

- Where a member of staff makes an allegation against a colleague.
 - Where a student makes an allegation against a member of staff.
 - Where a parent/carer makes an allegation against a member of staff.
1. Where there is clear evidence of abuse, or where there is strong suspicion of abuse, or when a disclosure has taken place. Be circumspect about interviewing the member(s) of staff and/or relevant witnesses. The circumstances of the allegation may make interviewing inappropriate. In particular, where the allegation involves a criminal act, do not interview the member of staff.
 2. Where there is substantial suspicion, but no absolutely clear evidence of abuse. Be circumspect about interviewing member(s) of staff and/or relevant witnesses. In particular, where the allegation involves a possible criminal act, do not interview the member of staff.
 3. Where there is a faint suspicion of abuse. Interview the member of staff. Monitor the situation. If the suspicion does not subside, further action must be taken.

In taking action in all these circumstances, the **DfES Guidance 'Safeguarding Children in Education: Dealing with Allegations of Abuse against Teachers and other Staff'** will be followed.

The DP will contact the Local Authority Designated Officer for allegations against professionals (LADO) Anna Carpenter

(anna.carpenter@lbhf.gov.uk) 0208 753 5124 mobile 07775554389 for advice on the appropriate action that needs to be taken, which could include a referral to investigating agencies.

Where the allegation is against the Headteacher, the Local Authority Designated Officer should be contacted by the Chair of Trustees or Designated Person for advice on how to proceed.

In order to minimize the risk of harm to children and of accusations being made against staff as a result of their daily contact with students, the School must ensure that all staff are aware of safe working practice and follow guidelines on the use of control and physical restraint. **[See Parayhouse School Behaviour Policy].**

THE ROLE OF THE DESIGNATED SENIOR PERSON FOR SAFEGUARDING

- ensures that a student's parent(s) and the relevant authority is informed of any allegation of abuse concerning a pupil that occurs in the context of the journey to and from school by local authority transport.
- ensures that the relevant authority is informed of any allegation of abuse in the context of school activities that take place outside the school building and supervised by adults other than staff at the school (e.g.: swimming pool, residential trips).
- keeps a record of all children placed on Child Protection Plans and ensure that those adults most closely associated with these children are aware of their role in terms of monitoring and fulfilling any other functions as identified by the case coordinator or agreed by case conference/core group.
- ensures that the School passes appropriate information about a child on the Child Protection Plan to a new school immediately when a student transfers.
- ensures that the School follows specific procedures for the exchange of appropriate information within School, between schools and between School and other professionals/agencies.
- ensures that there is a clear channel of monitoring, recording and sharing information regarding children for whom the School has raised concerns (possible children at risk) as well as those children who have been clearly identified and where there is other agency involvement.

- ensures that the Child Protection records which are strictly confidential are kept separately from school records, but that teachers and staff most directly concerned with a particular student have access to these records.
- ensures that all staff know how to handle a disclosure. (See below: Child Protection: Procedure).
- ensures that all staff are aware of the School Policy and procedures to follow when handling a disclosure of abuse and where a member of the teaching or non-teaching staff is implicated as the possible abuser.
- ensures that staff members involved in handling Child Protection issues are offered support and guidance.
- acts as a focal point for liaison with other agencies involved in Child Protection, and ensures that the School as a whole contributes to an inter-agency approach to Child Protection by developing effective and supportive liaison with other agencies.
- informs and encourages staff to take an active part in preventative programmes.
- monitors and evaluates the effectiveness of Child Protection work carried out in the School.
- provides a model for open and effective communication between children, teachers, parents and other adults working with children.
- Undertakes annual safeguarding and child protection training.

THE ROLE OF THE HEADTEACHER

In relation to Child Protection the Headteacher;

- appoints a senior member of staff as Designated Person.
- supports the DP's work, by allowing time and resources to be available.
- acts as an authority to which the Designated Person is accountable.
- ensures that the procedure for the disclosure of a criminal background of those with access to children has been undertaken for all adults concerned with the education and welfare of the students whilst in the care of the School.
- ensures that all staff adhere to a code of conduct in their behavior towards students that respects and upholds the rights of children.
- ensures that any staff member acting as Head designate or acting Designated Person is sufficiently informed and confident to be able to implement the Child Protection procedures.

In conjunction with the Designated Person

- ensures that the school fulfills its obligations with regard to the effective monitoring of children, record keeping, report writing, attendance at case conferences/core group meetings, and implementation of decisions made and aspects of the action plan agreed at case conferences that involve the School.
- ensures that there is a clear channel of communication available to all staff, both teaching and non-teaching, for communicating concerns.
- promotes work with parents to enable them to build an understanding of the School's responsibility to ensure the welfare of all children and recognition that this may occasionally require cases to be referred to other investigative agencies as a constructive and helpful measure. Parents should also be informed and encouraged to take an active part in preventative programmes

THE ROLE OF THE GOVERNORS

- The Governors ensure that the school has a DP and a nominated Governor for Child Protection.
- The nominated governor for CP, in liaison with the DP, ensures that the school has an effective Child Protection Policy and clear procedures in place, and that these are known to all members of staff (including supply staff) and volunteers. Newly appointed staff will read and sign the Policy as part of their induction training.
- The DP reports to the Governors annually on changes in the Child Protection Policy; training undertaken by the DP, the CP Governor and other staff; the number of child protection incidents/cases (without detail or name); and how safeguarding issues are addressed through the curriculum.
- This Child Protection Policy is updated annually.
- The Chair of Governors will take action, according to agreed procedures, where there are allegations against the Headteacher.

Parayhouse School
Language and Learning for life
Safeguarding and Child protection Policy

Staff Declaration – January 2016

School Mission:

“We focus our work on preparing students with special needs for the challenges they will meet when leaving school. We recognise that it is the development of social, language and thinking skills which enable our students to express themselves, to understand and to function optimally in the world. We also believe in the power of collaborative practice. Together, we face challenges, celebrate achievement and aspire to do our very best.”

Parayhouse School is committed to ensuring that each and every student reaches his or her full potential. The school will safeguard and promote student’s welfare by focusing on preventative actions and services so that all students are able to fulfill their potential under each of the 5 Every Child Matters outcomes. **SAFEGUARDING IS EVERYONE’S RESPONSIBILITY**

Name: _____ (Capital Letters)

I have read the Safeguarding and Child Protection Policy. I understand and recognise the implications that this policy, and the procedures contained within it, has on my working practices.

Signature: _____ Date: _____

