

# Walderslade Girls' School

## Child Protection Policy

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### Child Protection Policy February 2018

The Safeguarding and Child Protection Team consists of:

Designated Safeguarding Lead Assistant Headteacher: Head of Lower School – Ms E Ranson

Deputy Designated Safeguarding Lead (Head of Year 7) - Mrs T Simm

Deputy Designated Safeguarding Lead (Head of Year 10) - Mrs C Richards

Deputy Designated Safeguarding Lead (Deputy Head of Sixth Form) - Ms L Haysman

Deputy Safeguarding Lead LAC Coordinator / Pastoral Manager – Mrs D Daniels

SENCO – Miss D Dunlop

Family Liaison Officer – Mrs C Rodwell

Sixth Form PSA - Mrs S James

Governor – Mr S Wiltshire

### Introduction

*“Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests of the child**”* – Keeping Children Safe in Education September 2016

Section 175 of the Education Act 2002 puts a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

We recognise that all adults at Walderslade Girls' School have a full and active part to play in protecting and safeguarding the children in our care, and that the students' welfare is our paramount concern.

### Aims and Principles

- To provide a caring, positive, safe and stimulating environment that cares for the social, physical and moral development of the individual child. The governing body takes seriously its legal duty to safeguard and promote the welfare of the children and to work together with other agencies in so doing.
- To provide an environment in which pupils feel safe, secure, valued and respected; and where they feel confident and know how to approach responsible adults if they are in difficulties or have any worries. A child centred and coordinated approach is followed.
- To develop effective working relationships with all other agencies involved in safeguarding children.
- Contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours.

- Monitor and be alert to signs of radicalisation to extremist views as defined under the Governments Prevent Strategy.
- Ensure staff recognise the signs and symptoms of abuse and are aware of school's procedures and lines of communication.
- Monitor students for any signs of Female Genital Mutilation (FGM)
- Monitoring vulnerable students; keeping confidential records which are stored securely (separate from other school files) and shared appropriately with other professionals.
- Developing effective and supportive liaison with other agencies.

Walderslade Girls' School is responsible for ensuring that all action taken is in line with Medway Safeguarding Team Children in Need/Safeguarding Procedure. This follows the requirements of central government contained in the "Working together to Safeguard Children" (2015) and "Keeping Children Safe in Education" (2016), "Information sharing: Advice for Practitioners providing safeguarding services to children, young people parents and carers" (2015) "Safeguarding Procedures for Managing Allegations Against Staff within Schools and Education Services" (2014), E-Safety Guidance our responsibilities with regard to the Prevent Strategy 2011.

### **Procedures and Responsibilities**

School procedures for safeguarding children will be in line with Kent and Medway Safeguarding Children Procedure which may be accessed at [www.msrb.org.uk](http://www.msrb.org.uk).

### **Designated Safeguarding Lead/Deputy Designated Safeguarding Lead**

- The Designated Safeguarding Lead (DSL), has undertaken basic multi-agency child protection training delivered through recognised, approved providers and attends refresher training every two years.
- The Deputy DSL has received the basic multi-agency training and deputises for the DSL in their absence.
- The name and role of the DSL is clearly displayed in the school. All students are made aware of the role of the Safeguarding Team and where to access help and support.
- The DSL ensures that all adults in school have access to a copy of the Child Protection Policy and follow the schools internal child protection procedures.
- The DSL ensures all child protection records are kept in a secure place away from school files in a locked cabinet with access only available to the Safeguarding Team members.
- To make any referrals necessary to Medway Council's Social Care service via the Triage Team.
- Ensure that all staff members undergo safeguarding and child protect training at induction and should be updated regularly.

## Role of School Staff

- **All** school staff have a responsibility to provide a safe environment where students can learn.
- **All** school staff should be prepared to identify students who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. They should discuss this help with the DSL and support other agencies or professionals if required.
- The Teachers' Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Staff members working with students are advised to maintain the attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.
- If a teacher or any other staff member, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the **teacher or any other staff member** must report this to the safeguarding team who will inform the Police.
- If a teacher or any other staff member suspects a child may be at risk of radicalisation an immediate referral is to be made by the DSL to the Channel Team.

## Types of abuse and neglect

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused by a family member or in an institutional or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults, or by another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scolding, 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.

**Emotional abuse:** 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 levels of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**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 it 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 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.

**Neglect:** 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 and abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision; or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Disclosure of information**

All members of staff, volunteers and governors know how to respond to a student who discloses abuse, and they are familiar with procedures to be followed in a timely and robust fashion (see below).

If a student chooses to tell a member of staff about alleged abuse, there are a number of procedures that must be carried out to support the child:

- Never make promises e.g. to keep secrets or confidentiality
- Stay calm and be available to listen.
- Listen with the utmost care to what the child is saying.
- Question normally without pressurising and only using open questions.
- Don't put words in the child's mouth but note the main points carefully.
- Keep a full record - date, time, what the child did, said etc; on the school Safeguarding form, recording verbatim
- Re-assure the child and let them know that they were right to inform us.
- Inform the child that this information will now have to be passed on to the Safeguarding Team as all staff have a duty of care to safeguard children.
- Immediately inform the DSL and pass on written notes to the DSL.

All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy.

Our DSL ensures a systematic means of monitoring children known or thought to be at risk of harm, they ensure that we contribute to assessments of need and support plans for those children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.

Our DSL ensures a structured procedure within the school, which will be followed by all of the members of school community in cases of suspected abuse.

Our policy and procedures are updated and reviewed annually by the Governing Body, ensuring they are in line with Medway Safeguarding Children Board's policies and procedures.

### **Confidentiality**

All matters relating to child protection are confidential, however, a member of staff must never guarantee confidentiality to a pupil, nor should they agree to keep a secret. Where there is a child protection concern it must be passed immediately to DSL.

The Headteacher or DSL will disclose personal information, including the level of involvement of other agencies, about a pupil to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

### **Supporting Children**

A child who has been abused or neglected, who witnesses abuse or lives in an abusive environment may feel helpless or humiliated. They may blame themselves, have low self-esteem and find it difficult to see the world as a positive place. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. Research shows the behaviour of a child in these circumstances may range from that which is perceived to be normal to that which is aggressive or withdrawn.

We provide, across the curriculum, opportunities, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for, help. We promote a school ethos that is positive and supportive, and a secure environment, which gives all pupils and adults a sense of being respected and valued.

Where there is a safeguarding concern schools should ensure that the child's best wishes and feelings are taken into account when determining what action to take and what services to provide. Systems, where possible, will be in place for the student to express their views. The ultimate goal is to ensure that all processes should operate with the best interests of the students is at the centre.

### **Supporting Staff**

Staff working in the school who have become involved with a child who has suffered harm, or who appears likely to suffer harm, may find this situation stressful and upsetting. We support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided by the Headteacher, DSL or Deputies by the in school counselling service, and/or a teacher/trade union representative as appropriate.

Staff should have access to advice on the boundaries of appropriate behaviour. The document 'Guidance for Safe Working Practices for the Protection of Children and Staff in Education Settings' provides advice on this and the circumstances that should be avoided in order to limit complaints against staff of abuse of trust and/or allegations of physical or sexual abuse made against staff.

These matters form part of staff induction and are referred to in the staff handbook and should be read in conjunction with the Staff Code of Conduct and Whistleblowing Policies.

## **Safeguarding within the Workplace**

### **Safe Staff Recruitment**

The school has a duty of care to provide a safe environment for children to learn in. Checks are undertaken on all adults working in the school to establish the suitability of a person to work with children corresponding to the DfE's Keeping Children Safe in Education.

Each recruitment selection group and interview panel has a 'Safer Recruitment' trained member as outlined in The School Staffing (England) Regulations 2009. All staff and those who work at Walderslade Girls' School on a temporary basis such as supply staff, voluntary staff or those on a training placement, are subject to an enhanced DBS check and reference checks.

All advertisements for new staff are published to include a statement of our commitment to the safeguarding of children and that all posts are subject to an enhanced DBS check.

Where the school recruits the services of third-party agency staff we insist on an enhanced DBS certificate being shown and we provide guidance on the school's safeguarding procedures to these persons. Volunteers or persons contracted to the school to undertake any works or maintenance are always required to provide a current DBS check and where necessary are accompanied by school staff.

All temporary staff are provided with a summary leaflet of the school's Child Protection and Safeguarding Procedures. A summary sheet detailing the responsible safeguarding personnel and procedures to follow is located on the school's reception desk and provided to all visitors.

For staff interviews a member of the panel must have up to date valid Safer Recruitment training.

### **Safe Working Practices**

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.

All staff understand that they are employed in a 'position of trust' and that inappropriate behaviour with or towards children is unacceptable. It is an offence for a person in a position of trust to have a sexual relationship with a child under 18, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment even if s/he does not teach the child.

If an allegation is made against another member of staff, the member of staff receiving the allegation will immediately inform the Headteacher or the Deputy Headteacher if the Headteacher is not present. The Headteacher or Deputy Headteacher will then consult with the Local Authority Designated Officer, if not available contact the Education Safeguarding Co-ordinator.

If the allegation made to the member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LA, without notifying the Headteacher first.

The school will follow the LA procedures for managing allegations against staff, a copy of which is available for staff.

Where another body provides services or activities separately, using the school premises, the Governing Body will ensure that the body concerned has appropriate policies and procedures in place in regard to safe recruitment and safeguarding children.

### **Staff Training**

The DSL and all members of the Safeguarding Team undertake refresher training every two years. Each member must ensure they provide a copy of their training certificate for the school's files.

All members of school staff are trained by the DSL every year in order to keep their working knowledge of safeguarding practices up to date and refreshed. All staff hold a copy of the training materials and slides. A register is kept of all staff who have completed the training.

Any new staff joining part way through the year undertake safeguarding training with the DSL or DDSL as part of their staff induction. They are required to sign the training register.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

Every member of staff at Walderslade Girl's School recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks.

Every member of staff and governors of Walderslade Girls' School have completed an e-learning training package developed by The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process.

The Designated Safeguarding Leads has also attended additional training which includes further information on the Prevent Duty.

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet.

The school aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.

The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.'

### **Specific Safeguarding Issues**

#### **Safeguarding students who are vulnerable to exploitation, forced marriage, female genital mutilation, or trafficking:**

The safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

The school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. Staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum.

The staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible if necessary.

The Designated Safeguarding Lead knows where to seek and get advice as necessary.

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report it to the police.

#### **Sexting**

Sexting can be described as 'an increasingly common activity among children and young people, where they share inappropriate or explicit images online'. This can include sharing indecent images of themselves or others via mobile phones, webcams, social media and instant messaging.

If a child discloses that they have been sent or received a 'sext' they should not be printed, copied or forwarded. This action is illegal and will be referred to the Police.

#### **School Visits**

Trip Leaders must consult with the Designated Safeguarding Lead prior to any educational visits. Details are included in the Trips and Visits policy. All visits have a 24/7 school contact should advice be needed via the Emergency telephone line.

#### **Whistle Blowing**

All staff should be aware of their duty to raise concerns about the attitude and actions of colleagues as outlined in the School's Whistleblowing Policy. If necessary, they should speak to the Headteacher or the Deputy Headteacher if the Headteacher is not present. The Headteacher or Deputy Headteacher will then consult with the Local Authority Designated Officer, if not available contact the Education Safeguarding Co-ordinator.

If a member of staff is unhappy with the response received they should contact the Ofsted or contact the Department for Education.



**Linked Policies**

Behaviour and Conduct policy

Anti Bullying policy

Online Safety and Acceptable Use policy

Staff Code of Conduct

School \_\_\_\_\_



**Information sheet**

Name of child \_\_\_\_\_ Date of birth \_\_\_\_\_

<b>Any other name by which the child is known</b>		
Address		Telephone numbers
<b>Family members</b>		
Name	Relationship	Address
<b>Other children associated</b>		
<b>Professionals involved</b>		
Name	Agency	Address and phone number

School \_\_\_\_\_

Chronology

Name of child \_\_\_\_\_ Date of birth \_\_\_\_\_

**Confidential  
safeguarding  
record form**

Date	Incident	Reference

School \_\_\_\_\_

**Confidential  
safeguarding  
record form**

DSL record of action

Name of child \_\_\_\_\_ Date of birth \_\_\_\_\_

Date	Action	Signature

**Safeguarding Incident or Concern Form**

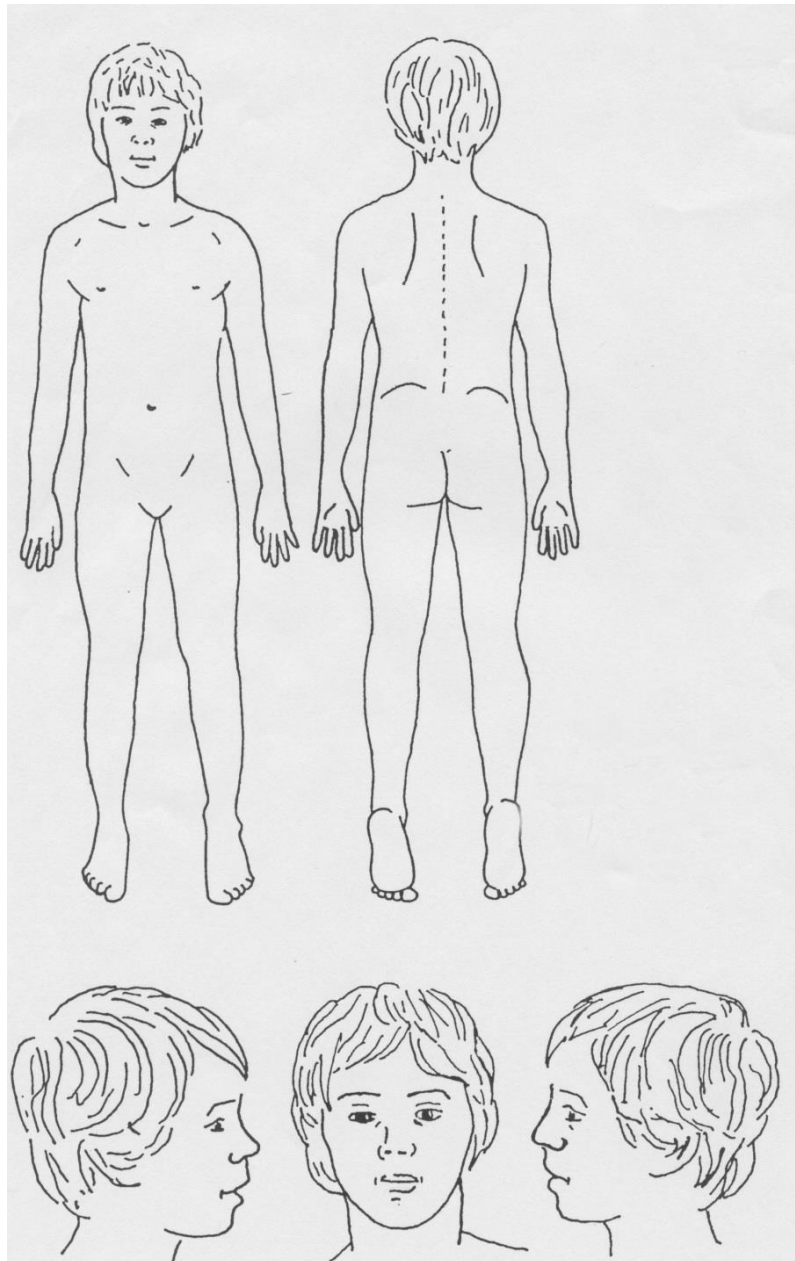
Student name		Date of birth and Year Group	
Name and position of person completing the form			
Date of incident			
Outline of incident (as much detail as possible)			
Other information (witnesses and immediate action taken)			
For Safeguarding Team completion only			
Are there other SG/CP concerns on file?	Yes	No	Unrelated
Does this student or incident have any indicators of safeguarding concerns that show a threat of:			
Extremist religious or political behaviour/radicalisation?	Yes	No	
Female Genital Mutilation?	Yes	No	
Child Sexual Exploitation?	Yes	No	
Action Taken			
Signature			Date form completed

Continued Action:

Signature		Date form completed
Date	Outline	Assigned lead

**Body map (to be used in conjunction with a record of concern form)**

Name of child \_\_\_\_\_ Date of birth \_\_\_\_\_



<b>Signature</b>	<b>Date (ddmmyy) and time form completed</b>
<b>Print name</b>	