
Safeguarding and Child Protection Policy

March 2019 – March 2021

Committee:	Teaching and Learning
Approved by Full Governing Body on	10 th July 2019
Date of next review:	As appropriate

Introduction

Comberton Village College fully recognises the responsibility it has under section 175 (*Section 157 for Independent Schools and Academies*) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges “Keeping Children Safe in Education” (September 2018). All staff must be made aware of their duties and responsibilities under part one of this document (set out below).

Staff should read the above document together with Annex A of “Keeping Children Safe in Education” Sept 2018 and “What to do if you’re worried a child is being abused: Advice for practitioners” (March 2015).

Through their day-to-day contact with pupils and direct work with families all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which children can learn
- Identify children who may benefit from early help
- Know what to do if a child tells them he/she is being abused or neglected
- Follow the referral process if they have a concern
(See Keeping Children Safe in Education, 2018p6)

This policy sets out how the school’s governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is consistent with the Local Safeguarding Children Board (LSCB) procedures.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

SUPPORTING CHILDREN particularly those who may have been abused or witnessed violence towards others.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Processes are followed to ensure that those who are unsuitable to work with children are not employed. This policy is available to parents on request and is on the school website.

PREVENTION

- 1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children
- 1.2 The school will therefore:
- establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to
 - ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
 - include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help
 - include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills

PREVENTION OF PEER ON PEER ABUSE

- 2.0 We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to bullying, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting) teenage relationship abuse and physical abuse. ALL forms of peer on peer abuse are unacceptable and will be taken seriously.
- 2.1 The school will therefore:
- Create a whole school protective ethos in which peer on peer abuse, including sexual violence and sexual harassment will not be tolerated
 - Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys' perpetrators
 - Ensure that staff do not miss instances of peer on peer abuse, including sexual violence and sexual harassment as an inevitable part of growing up
 - Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
 - Provide high quality Relationship and Sex Education (RSE), including teaching about consent.
 - Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse

PROCEDURES

3. We will follow the procedures set out in the Cambridgeshire Local Safeguarding Children Board "Inter-Agency Procedures". A copy of these procedures can be found on the LSCB website:
<http://www.safeguardingpeterborough.org.uk/children-board/professionals/scbprocedures>
- 3.1 Our Designated Safeguarding Lead for Child Protection is: Sean Pollock – Associate SLG spollock@combertonvc.org
- 3.2 The following members of CVC staff have also received the Designated Person training:
- Jennie Girling – Safeguarding and Support Manager jgirling@combertonvc.org
Simon Bell Safeguarding and Inclusion Advisor sibell@combertonvc.org
Irayna Owen – Deputy Head of 6 Form iowen@combertonvc.org
David Clarke- Head of 6th Form dclarke@combertonvc.org
Peter Law – Head of School plaw@combertonvc.org
Susan While-Paddon – School Nurse swhile-paddon@combertonvc.org
- 3.3 The nominated governor for Safeguarding and Child Protection is: Sian Gardner c/o The Clerk to the Governors, Mrs L Brent lbrent@combertonvc.org

- 3.4 The Governing body/proprietors/management committee will
- Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL) (See page 2). The DSL should take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies (Designated personnel, DP), the lead responsibility for child protection remains with the DSL and cannot be delegated.
 - Ensure that the DSL and DP is explicit in the role holder’s job description
 - Ensure that the DSL should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See Keeping Children Safe in Education, Annex B)
 - The activities of the DSL can be delegated to appropriately-trained deputies (Designated Personnel, DP)
 - The DSL and DPs should undergo the two-day training provided by the Education Child Protection Service and that this training is updated every two years
 - Ensure that in addition to the formal training set out above the DSL and DPs should refresh their knowledge and skills e.g. via bulletins, meetings or further reading at **least annually**
- 3.5 Our Governing body will also ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Personnel are and the procedures for passing on concerns from the **point of induction**
- 3.6 Staff at CVC all receive an induction pack upon arrival at school with a leaflet on the school’s safeguarding procedures. Basic Child Protection Training is held at the start of every half term for new staff.
- 3.7 Keeping Children Safe in Education states “During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff to discuss any safeguarding concerns.
- 3.8 Staff at CVC have access to a DP at all times – there is a rota system amongst the six DPs to ensure there is coverage, particularly during unusual times such as Activities Week. Staff on trips have an emergency SLG contact; all SLG have access to the DSL through the school trip phone.
- 3.9 Our Governing body will ensure that DSLs and DPs take advice from a child protection specialist when managing complex cases. The Designated Personnel have access to professional consultations with staff working in the Multi- agency Safeguarding Hub (MASH). The Emergency Duty Team (out of hours) is also available. Contact numbers are found in Appendix B
- 3.10 Our Governing body will ensure every member of staff and every governor knows:
- the name of the designated person/s and their role (see page 2 of this policy)
 - how to identify the signs of abuse and neglect
 - how to pass on and record concerns about a pupil
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL/DP
 - that they have a responsibility to provide a safe environment in which children can learn
 - where to find the Inter – Agency Procedures on the LSCB website
 - their role in the early help process
 - the process for making referrals to social care
- 3.11 Our Governing body will ensure that all staff members undergo safeguarding and child protection training at induction. The training should be regularly updated.
- 3.12 In addition, all staff members will receive regular safeguarding and child protection updates as required **but at least annually**
- 3.13 Governors will ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policy.

- 3.14 The clerk to the Governors will ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school prospectus/brochure/website
- 3.15 Governing bodies should ensure that this policy is available publicly either via the school website www.combertonvc.org or by other means
- 3.16 Where pupils are educated off site or in alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the school.
- 3.17 Alternative provision will normally be accessed through those ratified by the Local Authority in the 'Alternative Provision Directory'. If alternative arrangements are made, a safeguarding checklist will be made and our safeguarding booklet shared with the provider.

Liaison with other agencies

- 3.18 The school will:
- work to develop effective links with relevant services to promote the safety and welfare of all pupils
 - co-operate as required, in line with Working Together to Safeguard Children 2018, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups
 - notify the relevant Social Care Unit immediately if:
 - it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
 - there is an unexplained absence of a pupil who is subject to a Child Protection Plan
 - there is any change in circumstances to a pupil who is subject to a Child Protection Plan
- 3.19 When a pupil who is said to be subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child protection Chair and Social Work Unit will also be informed.

3.20 Record keeping

- 3.21 The school will:
- keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately
 - ensure all records are kept securely, separate from the main pupil file, and in a locked location. The safeguarding files will be monitored annually as part of the safeguarding audit to ensure the quality.
 - ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the Education Child Protection Record Keeping Guidance (September 2018) and the Education Child Protection Record Keeping Guidance. The DSL will consider whether it would be appropriate to share information with the new school/college in advance of the child leaving
 - make parents aware that such records exist except where to do so would place the child at risk of harm
 - All actions and decisions will be led by what is considered to be in the best interests of the child
- 3.22 **Single Central Record** The school HR manager is responsible for maintaining the single central record of staff recruitment in line with the expectations outlined in the Trust's Safer Recruitment Policy. It is the Principal's responsibility to ensure that the single central record in their school is regularly subject to scrutiny. The HR manager will maintain a log recording each occasion it is reviewed. The single central record should be reviewed on a termly basis by the DSL and a senior member of staff. It should also be reviewed at least on an annual basis by the Director of Education, the Principal, the Trust HR Manager and the safeguarding representative of the local governing body. The compliance of the single central record will be one element of the annual safeguarding report presented to the local governing body and the Trust board.

Confidentiality and information sharing

3.23 The Data protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school will:

- ensure confidentiality protocols are adhered to by staff and volunteers and information is shared appropriately. If in any doubt about confidentiality, personnel staff will seek advice from a senior manager or Social Care as required. (See “Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers”, DfE July 2018)
- Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil and parent they will refer the request to the DSL or Headteacher.
- Make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- ensure staff are clear with children that they cannot promise to keep secrets

3.24 The Designated Safeguarding Lead/personnel will:

- disclose any information about a pupil to other members of staff on a ‘need to know’ basis. Parental consent may be required.
- aim to gain consent to share information and be mindful of situations where to do so would place a child at increased harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- record when decisions are made to share or withhold information, who information has been shared with and why (Working together to safe guard children, July 2018)
- seek advice about confidentiality from outside agencies if required (Information sharing: Advice for practitioners providing safeguarding services to children, young children, parents and carers , DfE, July 2018)

Communication with parents/carers

3.25 The school will:

- ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website.
- undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk of harm to the child, advice will be sought from Social Care. (*Further guidance on this can be found in the Inter-agency Procedures of the Local Safeguarding Children Board*)
- particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury
- Record what discussions have taken place with parents on the Log of Concern about a Child’s Welfare or if a decision has been made not to discuss it with parents, record the reasons why. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence

Dealing with sexual violence and sexual harassment between children

3.26 The school recognises that sexual violence and sexual harassment can occur between two children of any age and sex. Sexual Violence may include, rape, assault by penetration or sexual assault. Sexual harassment refers to ‘unwanted conduct of a sexual nature’, such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

3.27 The school will:

- Be clear that sexual violence and sexual harassment will not be tolerated

- Provide training for staff on how to manage a report of sexual violence or sexual harassment
- Make decisions on a case by case basis
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- Implement measures to keep the victim, alleged perpetrator and, if necessary, other children and safe members , safe. Record any risk assessments and keep them under review
- Give consideration to the welfare of both the victim (s) and perpetrator(s) in these situations
- Liaise closely with external agencies, including police and social care, when required.

3.28 Further guidance can be found in ‘Keeping Children safe in Education – Part 5) (September 2018), Sexual Violence and sexual harassment between children in schools and colleges (DfE May 2018 and ‘Sexting in school and colleges: responding to incidents and safeguarding young people’ published by the UK Council for Child Internet Safety (UKCCIS)

SUPPORTING CHILDREN

4.0 The school recognises that any child may be the subject to abuse and neglect and as such will support all children by:

- Providing curricular opportunities to encourage self-esteem and self-motivation
- Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community
- Applying the school’s behavior policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
- Providing liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams
- Providing a commitment to develop productive and supportive relationships with parents/carers

4.1 The school recognises that whilst any child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child’s life which could pose a threat to their welfare or safety (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for those:

Children with disabilities, additional needs or special educational needs

4.2 We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

4.3 The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

4.4 As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and how to manage risk. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

4.5 The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

4.6 Where necessary, the school will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

4.7 We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

Young carers

- 4.8 The school recognises that children living in a home environment which requires them to act as a young carer for a family member or a friend who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support
- 4.9 The school identifies young carers to offer additional support internally; to signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy; referring to Early help or social care as required if concerns arise. The school offers support through a Young Carers Project called Centre 33. A project worker visits the school once a fortnight and provides 1-2-1 support to Young Carers at the school, as well as running a lunchtime club where all Young Carers can come together in one place to chat/play games. Through this project Young Carers are also invited on trips and activities outside of school.

Children at risk of criminal exploitation

- 4.10 Criminal exploitation of children is a form of harm that is a typical feature of county line activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.
- 4.11 The school will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.
- 4.12 The designated personnel will complete the LSCB Child Exploitation checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk of criminal exploitation.
- 4.13 The school recognises that young people who go missing can be at increased risk of child criminal exploitation and/or trafficking and has procedures in place to ensure appropriate response children and young people who go missing, (see next paragraph below).

Children frequently missing in education

- 4.14 The school recognises that children going missing, particularly repeatedly can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones and risk of FGM or forced marriage
- 4.15 The school monitors attendance of individual pupils closely as outlined in the Attendance Policy and analyses patterns of absence to aid early identification of concerning patterns of absence.
- 4.16 The school endeavours to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.
- 4.17 When a child is missing from education, the school will follow the procedure as set out in Cambridgeshire's Children Missing Education guidance and inform the Education Welfare Officer and Social Care if a child is subject to a Child Protection Plan or there have been ongoing concerns

Children misusing drugs and alcohol

- 4.18 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings, but the school will consider such action in the following situations:
- 4.19 When there is evidence or reasonable cause to believe:
- the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
 - the pupil's substance related behavior is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse

where the misuse indicates an urgent health or safeguarding concern
where the child is perceived to be at risk of harm through any substance associated criminality

Children at risk of child sexual exploitation

- 4.20 Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology
- 4.21 Sexual exploitation can take many different forms from the seemingly consensual relationship to serious organized crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow procedures outlined in this policy if concerns of child sexual exploitation arise.
- 4.22 The Designated Personnel will complete the LSCB Child Exploitation Checklist and refer to the Multi-agency Safeguarding Hub (MASH), if there is a concern that a young person may be at risk of CSE
- 4.23 The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions

Children living with substance misusing parents/carers

- 4.24 Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence
- 4.25 When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures
- 4.26 This is particularly important if the following factors are present:
- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
 - Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
 - The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behavior
 - Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
 - Disturbed moods as a result of withdrawal symptoms or dependency
 - Unsafe storage of drugs and/or alcohol or injecting equipment
 - Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

Children living with Domestic abuse

- 4.27 Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse: psychological, physical, sexual, financial, and emotional.
- 4.28 Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships as well as in the context of home life.

- 4.29 Schools are ideally placed to offer appropriate support, alongside other agencies, whether families are in crisis, or whether there are early signs of potential abuse
- 4.30 Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

Children at risk of 'Honour-Based' violence including Female genital mutilation (FGM)

- 4.31 So called 'honour-based' violence encompasses incidents which have been committed to protect or defend the honor of the family and/or the community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware for the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outline in this policy.
- 4.32 FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.
- 4.33 In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

Children who have returned to their family home from care.

- 4.34 The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of a previously looked after child, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire Local Safeguarding Children Board 'Inter-Agency procedures'

Children showing signs of abuse and/or neglect

- 4.35 The School recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.
- 4.36 School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in the policy. The definitions of the four categories of abuse are attached – Appendix A. See also Appendix D.

Children at risk of radicalization

- 4.37 The School recognises that children are vulnerable to extremist ideology and radicalization and that protecting children from this risk forms part of the school's safeguarding response.
- 4.38 The governing body will ensure that the DSL has undertaken prevent training and that all staff receive training about the Prevent duty.
- 4.39 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead/Prevent Lead. If appropriate the DSL will make a Channel referral.

See also "The Prevent Duty, Departmental advice for schools and childcare providers", June 2015, Department for

Privately fostered children

- 4.40 Private fostering is when a child under the age of 16 (under 18 if disabled) is provided care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more
- 4.41 The school will follow the mandatory duty to inform the local authority of any ‘private fostering’ arrangements

Children who have family members in prison

- 4.42 The school is committed to supporting the children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child. The school recognises that children with family members in prison are at risk of poor outcomes including : poverty, stigma, isolation, poor mental health and poor attendance.
- 4.43 The school will treat information shared by the family in confidence and it will be shared on ‘need to know’ basis.
- 4.44 The school will work with the family and the child to minimize the risk of the child not achieving their full potential.

PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- 5.0 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of the government guidance ‘Keeping Children Safe in Education’ (2018). The Governing Body will ensure that at least one interviewing member of an interview panel has current safer recruitment training

The following members of staff have undertaken Safer Recruitment training

Peter Allcock	Head of Cabin
Lisa Brent	Administration Manager
Jo Burton	Cover Manager
Nigel Carrick	Assistant Principal
Sean Pollock	Associate SLG & DSL
Mandy Draper	Adult Education Manager
Susan Hordern	Sixth Form Admin
Peter Law	Head of School
Irayna Owen	Deputy Head of Sixth Form
Elecia Page	Teaching Assistant
Tania Tull	Trust HR manager
Elizabeth Reid	Exams Officer
Jamie Shaw	CSA General Manager
Louisa Atherton	CVC HR Manager
Mark Soames	Assistant Principal
Lynn Stewart	SenCo

- 5.1 Any allegation of abuse made against a member of staff will be reported straight away to the Head Teacher or Principal. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C). The school will follow the procedures set out in the Trust Whistleblowing Policy and in Part four of Keeping Children Safe in Education 2018
- 5.2 Under Section 75 of the Childcare Act, 2006 individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified “by association” if they are living or working in the same

household as a person who is disqualified. This applies to any member of staff employed in early years childcare (up to the age of 5) or later years childcare (up to the age of 8) in nursery, primary or secondary school settings or the management of such settings. Staff should sign a self-declaration form to confirm that they are not “disqualified by association”. A record of self-declaration should be kept on the school’s Single Central Record

- 5.3 The school will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in *Keeping Children Safe in Education, 2018*
- 5.4 The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Principal or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary
- 5.5 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable
- 5.6 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected
- 5.7 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 5.8 The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority’s Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 5.9 All staff have signed to confirm that they have read a copy of the Local Authority’s Code of Conduct, Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (October 2015)
- 5.10 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust)
- 5.11 The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny

Other related CVC policies

- 5.12 Anti Bullying Policy
- Health and Safety Policy
- Online Safety and Acceptable Use Policy
- Whistleblowing Policy
- Complaints procedure Policy
- Positive Behaviour Policy
- Physical intervention with pupils policy

Use of mobile phones policy

- 5.13 Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers

Governing body child protection responsibilities

5.14 Our governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times

It will:

- Ensure that the annual safeguarding audit is submitted to the Education Child Protection Service. Any weaknesses will be rectified without delay.
- ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.
- Ensure all records are kept securely, separate from the main pupil file, and in a locked location. The safeguarding files will be monitored annually as part of the internal safeguarding audit to ensure the quality.
- The single central record should be reviewed on a termly basis by the DSL and a senior member of staff. It should also be reviewed at least on an annual basis by the Director of Education, the Principal, the Trust HR Manager and the safeguarding representative of the local governing body.
- ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.

Extended schools and before and after school activities (on or off school site)

5.15 If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This policy was ratified on

And will be reviewed on

Signed by the Head of School

Chair of Governors

Designated Safeguarding Lead

Four categories of abuse

Physical Abuse - may involve hitting, shaking, throwing, poisoning, 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.

Neglect - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- i. Provide adequate food, clothing and shelter including exclusion from home or abandonment
- ii. Protect a child from physical and emotional harm or danger
- iii. Ensure adequate supervision including the use of inadequate care-givers
- iv. Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- v. Worthless/Unloved/Inadequate/Valued only insofar as they meet another person's needs

It may include:

- vi. not giving the child opportunities to express their views
- vii. deliberately silencing them
- viii. 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- ix. interactions that are beyond the child's developmental capability
- x. overprotection and limitation of exploration and learning
- xi. preventing participation in normal social interaction.

It may involve:

- xii. Seeing or hearing the ill-treatment of another
- xiii. Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- xiv. The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment 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 of what is happening.

This may involve:

- xv. physical contact including assault by penetration (e.g. rape or oral sex)
- xvi. non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- xvii. non-contact activities involving:
 1. children in looking at, or in the production of, sexual images,
 2. children in watching sexual activities
 3. or encouraging children to behave in sexually inappropriate ways
 4. 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.

Useful Contacts

Education Child Protection Service – ECPSGeneral@cambridgeshire.gov.uk
Early Help Hub (EHH)Tel: 01480 376666
Multi-Agency Safeguarding Hub – referrals and professional consultation Tel: 0345 045 5203. Emergency Duty Team Tel: 01733 234724
Police Child Abuse Investigation Unit Tel: 101
Local Authority Designated Officer (LADO) Tel: 01223 727967
Amanda Harrison
Lyn Chesterton
Named Senior Officer for allegations
Education Adviser - Chris Meddle
Tel: 01223 703564
Education Adviser – Diane Stygal
Tel: 01223 507115
Cambridgeshire Local Safeguarding Children Board – Safeguarding Inter-Agency Procedures
<https://www.cambslscb.co.uk/>

Relevant Documents

Disqualification under the Childcare Act 2006: statutory guidance for local authorities, maintained schools, academies and free schools (July 2018)
“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)
“Keeping children safe in education: Statutory guidance for schools and colleges” (Sep 2018)
“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)
“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” July 2018 ,)
Guidance for Safer Working Practice for those working with children and young people in education settings (October 2015)
“Sexting in schools and colleges: Responding to incidents and safeguarding young people” published by the UK Council for Child Internet Safety (UKCCIS) – September 2016
The Prevent Duty, Departmental advice for school and childcare providers June 2015
Revised Prevent Duty Guidance for England and Wales July 2015
Sexual Violence and sexual harassment between children in schools and college May 2018

Guidelines for working with students who self-harm Policy for use in college

1. Introduction

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. College staff can play an important role in preventing self-harm and also in supporting students, peers and parents of students currently engaging in self-harm.

2. Scope

This document is intended as guidance for all staff including non-teaching staff and governors.

3. Aims

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with students who self-harm
- To provide support to students who self-harm and their peers and parents/carers

4. Definition of Self-Harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair/eyelash-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

or

- Control eating patterns - anorexia, bulimia, over eating
- Indulge in risky behaviour e.g. car dodging
- Indulge in risky sexual behaviour
- Destructive use of drugs or alcohol

5. Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual Factors:

- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

Family Factors

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family

Social Factors

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

There are a number of factors that may trigger a self- harm incident

- Family income related poverty
- Family relationships
- Peer relationships
- Bullying
- Abuse
- Bereavement
- Reporting/portrayal of self - harm in the media
- Anniversaries
- Exam pressure
- Trouble with the police
- Other student in college community self- harming

6. Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from one of the designated members of staff for safeguarding children.

Possible warning signs include:

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing or appearance

Self-harm can help young people to feel more in control and can reduce uncomfortable feelings of tension and distress. If they feel guilty, it can be a way of punishing themselves and relieving their guilt. Some young people feel better immediately afterwards and then feel guilty about what they have done.

Young people say they self- harm to:

- Relieve tension
- Feel alive inside
- Gain control
- Numb themselves
- Comfort themselves
- Vent anger
- Relieve emotional distress or overwhelming feelings
- Stop bad thoughts

- Feel the warm blood
- See 'red'
- Punish themselves
- To replace emotional pain with physical pain

What keeps self-harm going?

Once self-harm (particularly cutting) is established it may be difficult to stop. Self-harm can form a number of functions for the student and can become a way of coping.

Examples of functions include

- Reduction in tension (safety valve)
- Distraction from problems
- Form of escape
- Outlet for anger and rage
- Way of punishing self
- Perceived way of taking control
- To not feel numb
- To relieve emotional pain through physical pain
- Care-eliciting behaviour
- A means of getting identity with a peer group
- Non-verbal communication
- It can also have suicidal intent.

The cycle of self-harm/cutting

When a person inflicts pain upon himself or herself the body responds by producing endorphins, a natural pain reliever that gives temporary relief or a feeling of peace. The addictive nature of this feeling can make self-harm difficult to stop.

Young people that self-harm still feel pain, but some say the physical pain is easier to stand than the emotional/mental pain that led to the self-harm initially.

7. Staff Roles in working with students who self-harm

Students may choose to confide in a member of college staff if they are concerned about their own welfare, or that of a peer. College staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of college staff is showing a considerable amount of courage and trust.

Students need to be made aware that it is not possible for staff to offer complete confidentiality. **If you consider a student is at serious risk of harming themselves confidentiality cannot be kept.** It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult one of the designated staff for safeguarding children.

Following the report an appropriate course of action will be taken. This may include:

- Checking for sharps
- Requiring recent injuries to be covered
- Contacting parents / carers
- Arranging professional assistance e.g. doctor, nurse

- Removing the student from lessons if their remaining in class is likely to cause distress to themselves or their peers
- In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times
- If a student is found to have self-harmed in school a first aider should be called for immediate help
- If a student has placed material concerning their own self-harm on any web-site and this is brought to the attention of a member of staff parent/carer should be informed
- Arranging for a CAF to be completed to determine further support

8. Further Considerations

Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing including:

- Dates and times
- An action plan
- Concerns raised
- Details of anyone else who has been informed

This information should be stored in the student's child protection file.

It is important to encourage students to let you know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action and being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner.

The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult one of the designated teachers for safeguarding children.

Issues regarding contagion

When a young person is self-harming, it is important to be vigilant in case close contacts of the individual are also self-harming. Occasionally, schools discover that a number of students in the same peer group are harming themselves. Self-harm can become an acceptable way of dealing with stress within a peer group and may increase peer identity. This can cause considerable anxiety, both in school staff and in other young people. Each individual may have different reasons for self-harming and should be given the opportunity for one-to-one support. In general, it is not advisable to offer regular group support for young people who self-harm. Young people may also seek support through the internet where the advice they are offered may be counter-productive.

Appendices

1. Coping Strategies that could be used with a student who is self-harming.

Replacing the cutting or other self-harm with other safer activities can be a positive way of coping with the tension. What works depends on the reasons behind the self-harm. Activities that involve the emotions intensively can be helpful.

Examples of ways of coping include:

- Using a creative outlet e.g. writing poetry & songs, drawing and talking about feelings
- Writing a letter expressing feelings, which need not be sent
- Contacting a friend or family member
- Ringing a helpline
- Going into a field and screaming
- Hitting a pillow or soft object
- Listening to loud music
- Going for a walk/run or other forms of physical exercise
- Getting out of the house and going to a public place, e.g. a cinema
- Reading a book

- Keeping a diary
- Using stress-management techniques, such as relaxation
- Having a bath
- Looking after an animal

For some young people, self-harm expresses the strong desire to escape from conflict or unhappiness. In the longer term, the young person may need to develop ways of understanding and dealing with the underlying emotions and beliefs family support is likely to be an important part of this. It may also help if the young person joins a group activity such as a youth club, a keep-fit class or a school-based club that will provide opportunities for the person to develop friendships and feel better about him or herself. Learning problem solving and stress-management techniques, ways to keep safe and how to relax may also be useful. Increasing coping strategies and developing social skills will also assist. Regular counselling/therapy may be helpful. So too may arts - based therapeutic interventions which offer the young person the opportunity to explore their thoughts, feelings and needs in a safe and non-judgmental environment.

Appendix 2

My safety net

There are different types of people in our lives. Try to identify some people in each of the groups below that you would feel most comfortable talking to on blank piece of paper draw three boxes or circles one outside the next write the names of those you would feel most comfortable going to in the closest boxes/circles to the centre which represents you.

- family and close friends
- friends and people you see every day
- help lines and professional people you could go to for help.

Also, write into the space below the circles or squares the things that you can do yourself to cope with difficult feelings and keep yourself safe.

Appendix 3

INCIDENTS INVOLVING SELF HARM MUST BE LOGGED ON A CHILD PROTECTION LOGGING FORM.

Appendix 4 Information for parents.

As a parent/carer, you may feel angry, shocked, guilty and upset. These reactions are normal, but what the person you care about really needs is support from you. The person needs you to stay calm and to listen to them cope with very difficult feelings that build up and cannot be expressed. The person needs to find a less harmful way of coping.

What is self-harm?

Self-harm is any behaviour such as self-cutting, swallowing objects, taking an overdose, hanging or running in front of a car, risk taking behaviour e.g. alcohol intoxication where the intent is to deliberately cause harm to self.

How common is self-harm?

Over the past 40 years, there has been a large increase in the number of young people who harm themselves. A large community study found that among 15- to 16-year-olds, approximately 7 per cent had self-harmed in the previous year. (Hawton et al. 2002)

Is it just attention-seeking?

Some people who self-harm have a desire to kill themselves. However, there are many other factors that lead people to self-harm, including a desire to escape, to reduce tension, to express hostility, to make someone feel guilty or to increase caring from others. Even if the young person does not intend to commit suicide, self-harming behaviour may express a strong sense of despair and needs to be taken seriously. It is not just attention-seeking behaviour.

Why do young people harm themselves?

All sorts of upsetting events can trigger self-harm, such as arguments with family, break-up of a relationship, failure in exams and bullying at school. Sometimes several stresses occur over a short period of time and one more incident is the final straw.

Young people who have emotional or behavioural problems or low self-esteem can be particularly at risk from self-harm. Suffering a bereavement or serious rejection can also increase the risk. Sometimes, young people try to escape their problems by taking drugs or alcohol. This only makes the situation worse. For some people, self-harm is a desperate attempt to show others that something is wrong in their lives.

What you can do to help

- Keep an open mind
- Make the time to listen
- Help the person find different ways of coping
- Go with the person to get the right kind of help as quickly as possible

Appendix C - Managing an Allegation against a Member of Staff in your Establishment

