



SAFEGUARDING AND CHILD PROTECTION POLICY 2016-17 APPENDICES

APPENDIX 1- TYPES OF ABUSE AND NEGLECT

Abuse: 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.

Physical abuse: a form of abuse which 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.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained: bruises or cuts; burns or scalds; or bite marks.

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. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual

abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Child sexual exploitation: is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

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 or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

APPENDIX 2 – WHAT STAFF AND VOLUNTEERS SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD

If staff members or volunteers have concerns about a child they should raise these with the Designated Officer for Safeguarding Children (DOSC) immediately. (Do not rely on email or memo – contact the DOSC in person or by telephone.)

The school's DOSC is Jonathan Wilburn, Deputy Headteacher.

In the event that the DOSC is unavailable, then the concerns should be referred to the appropriate Head of Achievement or the Headteacher. (The DOSC will usually decide whether to make a referral to children's social care, but it should be noted that referrals can be made by other senior members of staff.)

Allegations regarding a member of staff should be referred immediately to the DOSC or Headteacher. In the event that an allegation is received regarding the Headteacher, this should be referred to the Designated Governor for Safeguarding Children.

The school's Designated Governor for Safeguarding Children is Derek Good, Chair.

Where a staff member feels unable to raise the issue with the school or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them.

APPENDIX 3 – GUIDANCE FOR STAFF/VOLUNTEERS ON HANDLING DISCLOSURES

Staff/volunteers should be aware that students are very likely to disclose to adults at school. Experience suggests that younger staff, or those new to the institution, are more likely to be disclosed to. Also, note that many children will take a long time to 'pluck up the courage' to disclose and if the chance to disclose is missed it may not re-occur for a considerable time. Therefore, it is vital to handle these situations professionally with reference the guidance below.

Make time for the student and listen carefully to what they have to say. Judgment will be needed to decide whether listening to the disclosure is more important than the other tasks you may be about to do; ask for advice or support/cover if necessary.

It is essential that false assurances about confidentiality are not given to the child; staff/volunteers are obliged to pass on concerns. A pertinent response might be, "I'll listen carefully to what you tell me, but then I will need to discuss it with the right person to make sure that we support you in the best way."

Reassure the student that they were right to tell you, that they have not done anything wrong and that you believe what they say and take it seriously.

Do not directly question a student, make suggestions or press for information. Allow the student to talk freely. Listen carefully and non-judgmentally.

Be aware that it is possible that a student may make a disclosure regarding a member of the school staff, a governor or volunteer. Understandably, staff may feel particularly uncomfortable and compromised when hearing information about a known and trusted colleague. However, these disclosures must be treated in the same way as all others and referred to the DOSC or Headteacher immediately (see Appendix 2).

Make notes of key details and write these up as soon as possible after the disclosure, using the child's words where possible. Be aware that your notes form evidence and may be used in referrals, subsequent investigations and possibly legal proceedings. Take care to distinguish between fact, opinion and hearsay. Ensure that your notes include:

- The reason for the concern
- What was said or witnessed and details of any other persons present
- Dates, times and frequency of incidents
- Date, time and outcome of any discussion with parent/carer or other professionals consulted

Pass the information on to the Designated Officer for Safeguarding Children immediately (this can be verbally at first with the written statement to follow promptly); do not attempt deal with the matter yourself. Information must only be shared on a strictly professional 'need to know' basis (see Appendix 5).

Remember disclosures are not the only source of information about abuse. Observation, information from the community and identifying unusual or unexplained changes in young people are equally important. All staff, especially form tutors, key workers and pastoral staff should be alert to such sources of information.

APPENDIX 4 – CODE OF CONDUCT FOR STAFF/VOLUNTEERS

The DFE Teachers' Standards make clear the expectations of personal and professional conduct required of teachers working in schools. Springfield applies these expectations to all staff/volunteers working in the school.

It is essential that staff maintain a professional relationship with students at all times and take steps to protect themselves from false allegations; they should be aware that students' experiences and perceptions vary and that consequently they may misconstrue the actions of staff, however well intended.

All staff (including volunteers and governors) should refrain from:

- *Offering lifts to students
- Lending items to students
- Giving gifts/rewards to students outside of the school's normal rewards processes or displaying any favouritism towards particular students
- Exchanging personal information with students e.g. phone numbers, email addresses, networking site e.g. Facebook details, photographs; only official school email addresses (monitored) can be used to correspond with students and their families
- Working alone or out of usual school hours with students – there may be situations where staff need to work one to one with students, e.g. helping them with coursework after school; best practice is to ensure that a colleague nearby is informed of where you are working and to keep doors open or to work in a public place e.g. the library
- Working with students behind closed doors, closed blinds, off site etc.
- Discussing personal or sensitive topics with students e.g. personal relationships or experiences; staff must avoid comments to students that have sexual overtones or which could be construed as personally derogatory or intimidating
- Making personal comments about students e.g. their appearance, their boy/girl friends, their families etc.
- Discussing sensitive or confidential information about students and/or their families with other students or persons who do not require the information for appropriate professional purposes
- Any action that might belittle, embarrass, demean, ridicule or deliberately undermine the self-esteem of a child
- Making unnecessary physical contact with students – there will be situations where physical contact is necessary, e.g. when giving medical treatment, demonstrating practical tasks, physical restraint situations; best practice is to ask permission from the student before making contact whenever possible
- Taking photographs/film of students using personal cameras or mobile 'phones – legitimate photographs/film of students and/or their work should be deleted as soon as possible from the school network and staff should be mindful that the taking and storage of photographs may be misconstrued by a student, parent or observer; judgment and care must be exhibited in selecting what and how photographs/film are taken and stored

- Taking part in any activity that could be misconstrued as socialising with students and could affect adversely either the reputation of the school or affect confidence in the staff member – an illustrative example might be going for a drink with students and their families following a school football match
- Staff should also be mindful that personal information about them published on the internet may be readily available to students and their families and pay due notice to ensuring their personal privacy
- It is a criminal offence for any person employed in a position of trust to have a sexual relationship with any student at the school, even if that person is over 16 years of age
- Physical punishment of any sort is prohibited by law
- Staff are advised to report immediately any concerns regarding inappropriate behaviour by students towards them to a designated member of staff for safeguarding children (child protection)

*Note that some designated staff e.g. the Pastoral Manager i/c Attendance may have the need to meet with students off site, perform home visits and occasionally escort or transport students. These must be agreed in advance with a senior line manager and due regard given to agreed lone working and safeguarding practices.

The school reserves the right to take disciplinary action against any member of staff who does not maintain and promote these professional standards (see also the school's Staff Disciplinary Policy).

The school reserves the right to take disciplinary action against any student who deliberately makes a false allegation against an adult in the school.

APPENDIX 5 – CONFIDENTIALITY, INFORMATION SHARING AND RECORD KEEPING

Note: further information regarding information sharing can be found in *Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers* (HM Government 2015)

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

No student (or other person referring a concern) can be offered confidentiality. Information must be passed on to a designated member of staff and the student (or other person) should know this at the start of the conversation. Information should be treated confidentially and sensitively and discussed only with the designated officer who will decide if there are any other particular staff or other agencies who need to know. A child's disclosure must not be discussed with other staff.

The designated member of staff will store all child protection records separately from the student file. This information must be held securely to maintain confidentiality. Parents have no right to this information which is exempt from open file regulations. This information may be part of future child protection investigations and so may be passed to Social Services or the Police. The sharing of child protection information with other professionals will be the decision of the designated safeguarding officer or Headteacher.

Effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision. Passing information to other agencies would normally happen with the consent of parents. However, where a child has suffered, or is likely to suffer, significant harm as a result of seeking this consent, then consent is not required. The child's safety and welfare is the overriding consideration when making decisions regarding information sharing.

The 'seven golden rules' to sharing information:

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Principles of information sharing between practitioners:

Necessary and proportionate - When taking decisions about what information to share, you should consider how much information you need to release. The Data Protection Act 1998 requires you to consider the impact of disclosing information on the information subject and any third parties. Any information shared must be proportionate to the need and level of risk.

Relevant - Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make sound decisions.

Adequate - Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

Accurate - Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

Timely - Information should be shared in a timely fashion to reduce the risk of harm. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

Secure - Wherever possible, information should be shared in an appropriate, secure way.

Record - Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester.