

## CHILD PROTECTION POLICY

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# Lawnside Academy

## CHILD PROTECTION POLICY

### 1. KEY CONTACTS in school

**Headteacher:** Cheryl Johnson  
Contact details: [LSA-office@bestacademies.org](mailto:LSA-office@bestacademies.org), Lawnside School, Lawnside, Biggleswade, Bedfordshire, SG18 0LX

01767 312313

**Senior designated safeguarding lead:**

Name: Cheryl Johnson  
Contact details: (as above)

**Senior designated safeguarding lead:** Janet Bell

Contact details: as above

**Designated e-safety lead:**

Cheryl Johnson  
Contact details: as above

**Designated prevent lead:**

Name: Cheryl Johnson  
Contact details: as above

**Designated CSE lead:**

Name: Cheryl Johnson  
Contact details: as above

**Designated LAC (Looked After Children) lead:**

Name: Cheryl Johnson  
Contact details: as above

**Vice Chair of governing body:**

Name: Maurice Jones  
Contact details: [LSA-office@bestacademies.org](mailto:LSA-office@bestacademies.org)

**Designated governor for safeguarding:**

Name: Vanessa Osborn  
Contact details: [LSA-office@bestacademies.org](mailto:LSA-office@bestacademies.org)

**Designated governor for safer recruitment:**

Name: Maurice Jones  
Contact details: [LSA-office@bestacademies.org](mailto:LSA-office@bestacademies.org)

## 2. SAFEGUARDING STATEMENT

Safeguarding is everybody's business. At Lawnside Academy we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

**In any case where an adult is concerned that a child is, or may be, at risk of significant harm a referral must be made directly to Central Bedfordshire Access and Referral Team see contact details at the end of this document.**

**If a child or other person is at immediate risk of harm, the first response should always be to call the police on 999.**

This policy applies to all adults, including volunteers, working in or on behalf of Lawnside Academy.

### General Principles

Safeguarding and the welfare of children is the responsibility of all school staff and volunteers.

We ensure there are appropriate systems in place for seeking and taking into account the child's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children. In line with the Education Act 2002, we will ensure that arrangements are in place to safeguard and promote the welfare of children and young people by:

- Establishing a safe environment in which children can learn and develop, where they feel secure and are encouraged to talk and are listened to
- Providing children and young people with opportunities to discuss issues and report problems affecting their safety and welfare.
- Safeguarding their welfare, particularly those children and young people who are most disadvantaged
- Including opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse
- Ensuring safe recruitment practices
- Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns and keep children safe
- Monitoring and supporting children and young people who are in care or subject to child protection plans and contributing to the implementation of their plan
- Promoting partnership working with parents and professionals
- Considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare.

At Lawnside Academy pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. The Ofsted Inspecting Safeguarding update for September 2018, uses the phrase "recognise when they are at risk and how to get help when they need it".

### 3. DEFINITIONS

**Safeguarding** is protecting children from maltreatment; preventing the impairment of health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (*Working Together to Safeguard Children 2018*).

**Child protection** is a part of safeguarding and promoting welfare. This refers to activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm (*Working Together to Safeguard Children 2018*).

### 4. LEGISLATION

#### Legislation related to safeguarding in schools:

- Keeping Children Safe in Education (2019) [Part One]; and school leaders and staff that work directly with children should also read Annex A

#### Education

- The Children Act 1989 and 2004
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Further Education (Providers of Education) (England) (Regulations) 2006
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/1201, SI 2012/1825, SI 2012/3158
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- The Education (Independent School Standards) Regulations 2014

### 5. EARLY HELP

All staff must be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, if required, acting as the lead professional in undertaking an early help assessment.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

At Lawnside Academy we identify pupils who might need more support to be kept safe and we recognise that some pupils and their families may benefit from further support. We provide this support through Early Help Assessments, nurture group attendance and protective behaviours work, for example.

## **6. ROLES AND RESPONSIBILITIES**

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed at the front of this document.

It is the role of the governing body and the school leadership team to ensure that the Designated Leads for Safeguarding have received the necessary training, have access to the resources needed to enable them to carry out their responsibilities and have regular professional supervision to support them in this role. They will be given time to effectively fulfil the duties that their role demands.

The school leadership team will ensure that Designated Leads for Safeguarding attend the required training and that they refresh their training every two years.

All other staff (teaching and non-teaching) must be offered an appropriate level of training and must undergo formal refresher training at least every three years, with additional up to date information on the theme of safeguarding and child protection at least annually.

The Designated Safeguarding Lead is responsible for safeguarding and child protection at Lawnside Academy. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents; and
- ensure that child protection information is transferred to the pupil's new school.

The Principal, in conjunction with the Designated Leads for Safeguarding, will provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors; and other relevant safeguarding issues.

The role of the Nominated Governor for Safeguarding is to ensure that the school has effective child protection policy and procedures in place and that the policy and structures supporting safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations, in order to ensure confidentiality is not breached.

A statement in the school prospectus and a page in the school website [www.lawnsidelowerschool.co.uk](http://www.lawnsidelowerschool.co.uk) inform parents and carers about our school's duties and responsibilities under child protection procedures. Parents can also obtain a copy of the school Child Protection Policy on request or via the school website.

## **7. PRIVATE FOSTERING**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

## **8. TRAINING**

The key training elements are:

Induction Training – this is mandatory and should include;

- the child protection policy;
- the behaviour policy;
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

## 9. SAFER RECRUITMENT

The governing body and school leadership team are responsible for ensuring that the school follows safe recruitment processes in accordance with government requirements and Central Bedfordshire procedures, including:

- Ensuring the Principal, other staff responsible for recruitment and at least one member of the governing body completes safer recruitment training
- Ensuring the upkeep of a Single Central Record of all staff and regular volunteers
- Ensuring written recruitment and selection policies and procedures are in place
- Adhering to statutory responsibilities to check staff who work with children
- Taking proportionate decisions on whether to ask for any checks beyond what is required
- Ensuring that volunteers are appropriately supervised

Lawnside Academy is compliant with guidance contained in **part 3 of Keeping Children Safe in Education** and in local procedures for managing safer recruitment processes.

From 31 August 2018, schools will no longer be required to check whether an individual lives with someone who is disqualified from working with children under 8. The 'relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school.

### Safe Working Practice

Lawnside Academy has developed a clear Code of Practice that all staff must understand and must agree to on an annual basis. (See Appendix 3).

The Code of Practice offers guidance to staff on the way they should behave when working with children.

## 10. INFORMATION SHARING and CONFIDENTIALITY

All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse, this must be passed on to the Designated Leads for Safeguarding as soon as possible and the child should be told who their disclosure will be shared with.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only.

"The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe." "This includes allowing practitioners to share information without consent." (Keeping Children Safe in Education 2019, paragraphs 76 and 77).

## **11. RECORD KEEPING**

Child Protection records are kept centrally and securely by the Designated Leads for Safeguarding. Staff are aware that they must make a record of child protection issues and events as soon as possible and that these records must be signed and dated, using the School's Concerns Recording Form – see appendix 1. Child protection records must not be made in the child's academic file.

## **12. ALLEGATIONS AGAINST MEMBERS OF STAFF and VOLUNTEERS (LADO procedures)**

At Lawnside Academy we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be taken to the Principal without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the Principal should go to the Vice Chair of Governors who can be contacted through via [LSA-clerk@bestacademies.org.uk](mailto:LSA-clerk@bestacademies.org.uk).

The Local Authority Designated Officer (LADO) will then be informed by the Principal or the Chair of Governors.

Keeping Children Safe in Education Part 4: Allegations of abuse made against teachers and other staff sets out the duties of employers and employees in handling allegations and also in caring for their employees. This section covers a range of relevant processes, incorporating the role of the LADO.

All staff have access to the school Whistleblowing Policy which is displayed on the staffroom noticeboard.

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

## **13. ALLEGATIONS AGAINST PUPILS AND PEER ON PEER ABUSE**

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyber bullying);

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence;
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include children being sexually touched/assaulted or boys being subject to initiation-type violence.

At Lawnside Academy we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At Lawnside Academy we will support the victims of peer on peer abuse by following the process outlined in our Anti-Bullying Policy.

Sexting

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.

#### **14. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS**

Where services or activities are provided separately by another body using the school premises, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

## 15. CHILDREN MISSING EDUCATION

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2019) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - a. leave school to be home educated
  - b. move away from the school's location
  - c. remain medically unfit beyond compulsory school age
  - d. are in custody for four months or more (and will not return to school afterwards); or
  - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

## 16. CROSS REFERENCE TO OTHER SCHOOL POLICIES

Lawnside Academy recognises that a number of other school policies and procedures form part of the wider safeguarding and child welfare agenda and therefore this Child Protection Policy should be read in conjunction with the policies listed below:

- Adult volunteer helpers' policy
- Anti-bullying policy
- Attendance policy
- Behaviour and discipline policy
- Children with medical conditions policy, including the administering of medicines and first aid policy.
- E-safety policy (*when children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems*)
- Health and safety policy
- Intimate care policy
- Photographic images of children

- Policy on social networking sites and personal internet presence for school staff
- Policy on the use of restrictive physical intervention
- Safer recruitment policies and practice
- Staff induction policy
- Equality policy
- Complaints policy
- Whistleblowing policy

## **17. COMPLIANCE WITH THE PREVENT STRATEGY**

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

### Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

## 18. POLICY REVIEW

The governing body is responsible for reviewing this policy annually and ensuring that it is compliant with current legislation and good practice. Also for ensuring that the school maintains an up to date list of key contacts and related policy and procedures are kept up to date.

Version	Date	Author	Notes on revision(s)
4	September 2019	C. Johnson	Updated in reference to KCSIE, 2019
3	July 2019	C. Johnson	Updated
2	September 2018	C. Johnson	Updated
1	January 2018	C. Johnson	New policy written for adoption

## 19. CONTACTS AND FURTHER INFORMATION

**To make a referral or consult Children's Services regarding concerns about a child:**

**Access and Referral Team**

0300 300 8585

cs.accessandreferral@centralbedfordshire.gov.uk

**For allegations about people who work with children:**

Contact the Access and Referral Team as above

Or:

Local Authority Designated Office (LADO)

Tel: 0300 300 5026 / 0300 300 8142

**If in doubt – consult.**

Signed:



Principal

Chair of Governors



## Appendix 2

# Code of Practice for Staff and Volunteers

It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust. This Code of Practice provides clear expectations regarding appropriate and safe behaviours for all adults working with children in paid or unpaid capacities at Lawnside Academy.

### **Underpinning Principles of this Code of Practice**

- *The welfare of the child is paramount.*
- *It is the responsibility of all adults to safeguard and promote the welfare of children in our school.*
- *Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.*
- *Adults must work and be seen to work, in an open and transparent way.*
- *The same professional standards must always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.*
- *Adults must continually monitor and review their practice and ensure they follow the guidance contained in this document.*

### **Duty of Care**

#### **All adults (both in paid and unpaid capacity) MUST**

- *understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached*
- *always act, and be seen to act, in the child's best interests*
- *avoid any conduct which would lead any reasonable person to question their motivation and intentions*
- *take responsibility for their own actions and behaviour*

### **Confidentiality**

Adults may have access to confidential information about children and young people in order to undertake their responsibilities. In some circumstances they may have access to or be given highly sensitive or private information. These details must be kept confidential at all times and only shared when it is in interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.

#### **All adults (both in paid and unpaid capacity) MUST**

- *be clear about when information can be shared and in what circumstances it is appropriate to do so*
- *treat information they receive about children and young people in a discreet and confidential manner*
- *seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them*
- *report any concerns or allegations in line with the school's safeguarding policy and procedures*

### **Power and Positions of Trust**

#### **All adults (both in paid and unpaid capacity) MUST NOT**

- *use their position to gain access to information for their own or others' advantage*
- *use their position to intimidate, bully, humiliate, threaten, coerce or undermine children*

*or young people*

- *use their status and standing to form or promote relationships which are of a sexual nature, or which may become so*

### **Propriety and Behaviour**

#### **All adults (both in paid and unpaid capacity) MUST NOT**

- *behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.*
- *make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such*

#### **All adults MUST**

- *be aware that behaviour in their personal lives may impact upon their work with children and young people*
- *understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with children and young people*

### **Dress and Appearance**

#### **All adults (both in paid and unpaid capacity) MUST wear clothing which**

- *is appropriate to their role*
- *is not likely to be viewed as offensive, revealing, or sexually provocative*
- *does not distract, cause embarrassment or give rise to misunderstanding*
- *is absent of any political or otherwise contentious slogans*
- *is not considered to be discriminatory and is culturally sensitive*

### **Personal Living Space**

#### **All adults (both in paid and unpaid capacity) MUST**

- *be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations*
- *never invite a pupil to their home unless the reason for this has been firmly established and agreed with parents/ carers and senior managers*
- *be mindful of the need to maintain professional boundaries*
- *refrain from asking children and young people to undertake personal jobs or errands*

### **Gifts, Rewards and Favouritism**

#### **All adults (both in paid and unpaid capacity) MUST**

- *adhere to the school's behaviour policy regarding reward and sanctions*
- *ensure that gifts received or given in situations which may be misconstrued are declared*
- *generally, only give gifts to an individual young person as part of an agreed reward system*
- *where giving gifts other than as above, ensure that these are of insignificant value*
- *ensure that all selection processes which concern children and young people are fair and that wherever practicable these are undertaken and agreed by more than one member of staff*

### **Infatuations**

#### **All adults (both in paid and unpaid capacity) MUST**

- *report and record any incidents or indications (verbal, written or physical) that suggest a child may have developed an infatuation with an adult in the workplace*
- *always acknowledge and maintain professional boundaries*

## **Communication with Children (*including the Use of Technology*)**

### **All adults (both in paid and unpaid capacity) MUST**

- *not give their personal contact details to children or young people, including their mobile telephone number and details of any blogs or personal websites*
- *only use equipment e.g. mobile phones, provided by organisation to communicate with children or families, making sure that parents have given permission for this form of communication to be used*
- *only make contact with children for professional reasons and in accordance with any organisation policy*
- *recognise that text messaging is rarely an appropriate response to a child in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible*
- *not use internet or web-based communication channels to send personal messages to a child/young person*
- *ensure that if a social networking site is used, details are not shared with children and young people and privacy settings are set at maximum*

## **Social Contact**

### **All adults (both in paid and unpaid capacity) MUST**

- *have no secret social contact with children and young people or their parents*
- *consider the appropriateness of the social contact according to their role and nature of their work*
- *always approve any planned social contact with children or parents with senior members of staff,*
- *advise senior management of any social contact they have with a child or a parent with whom they work, which may give rise to concern*
- *report and record any situation, which may place a child at risk or which may compromise the school or their own professional standing*
- *be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with line manager.*
- *understand that some communications may be called into question and need to be justified.*

## **Sexual Contact**

### **All adults (both in paid and unpaid capacity) MUST NOT**

- *have sexual relationships with children*
- *have any form of communication with a child which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact*
- *make sexual remarks to, or about, a child*
- *discuss their own sexual relationships with or in the presence of children or young people*

### **All adults (both in paid and unpaid capacity) MUST**

- *ensure that their relationships with children and young people clearly take place within the boundaries of a respectful professional relationship*
- *take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought*

## **Physical Contact**

### **All adults (both in paid and unpaid capacity) MUST**

- *be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described*

- *never touch a child in a way which may be considered indecent*
- *always be prepared to report and explain actions and accept that all physical contact can be open to scrutiny*
- *not indulge in 'horseplay'*
- *always encourage children, where possible, to undertake self-care tasks independently*
- *work within Health and Safety regulations*
- *be aware of cultural or religious views about touching and always be sensitive to issues of gender*
- *understand that physical contact in some circumstances can be easily misinterpreted*

### **When Taking Part in Activities that require Physical Contact**

#### **All adults (both in paid and unpaid capacity) MUST**

- *treat children with dignity and respect and avoid contact with intimate parts of the body*
- *always explain to a child the reason why contact is necessary and what form that contact will take*
- *seek consent of parents where a child or young person is unable to do so because of a disability.*
- *consider alternatives, where it is anticipated that a child might misinterpret any such contact,*
- *be familiar with and follow recommended guidance and protocols*
- *conduct activities where they can be seen by others*
- *be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact*

### **Behaviour Management**

#### **All adults (both in paid and unpaid capacity) MUST**

- *not use force as a form of punishment*
- *try to defuse situations before they escalate*
- *inform parents of any behaviour management techniques used*
- *adhere to the school's behaviour management policy*
- *be mindful of factors which may impact upon a child or young person's behaviour e.g. bullying, abuse and where necessary take appropriate action*

### **Use of Control and Physical Intervention**

#### **All adults (both in paid and unpaid capacity) MUST**

- *adhere to the school's physical intervention policy*
- *always seek to defuse situations*
- *always use minimum force for the shortest period necessary*
- *record and report as soon as possible after the event any incident where physical intervention has been used.*

### **Children in Distress**

#### **All adults (both in paid and unpaid capacity) MUST**

- *consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way*
- *be circumspect in offering reassurance in one to one situations, but always record such actions in these circumstances*
- *never touch a child in a way which may be considered indecent*
- *record and report situations which may give rise to concern from either party*
- *not assume that all children seek physical comfort if they are distressed*

## **Personal Care**

### **All adults (both in paid and unpaid capacity) MUST**

- *avoid any physical contact when children are in a state of undress*
- *avoid any visually intrusive behaviour*
- *where there are changing rooms / toilets announce their intention of entering*

### **All adults (both in paid and unpaid capacity) MUST NOT**

- *change in the same place as children*
- *shower or bathe with children*
- *assist with any personal care task which a child or young person can undertake by themselves*

## **First Aid and Administration of Medication**

### **All adults (both in paid and unpaid capacity) MUST**

- *ensure staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention*
- *ensure there are trained and named individuals to undertake first aid responsibilities*
- *ensure training is regularly monitored and updated*
- *always ensure that arrangements are in place to obtain parental consent for the administration of medication*
- *adhere to the school's policy for administering first aid or medication*
- *comply with the necessary reporting requirements*
- *make other adults aware of the task being undertaken*
- *explain to the child what is happening.*
- *always act and be seen to act in the child's best interests*
- *report and record any administration of first aid or medication*
- *have regard to any health or care plan which is in place*
- *always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities*

## **One to One Situations**

### **All adults (both in paid and unpaid capacity) MUST**

- *ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed.*
- *avoid meetings with a child or young person in remote, secluded areas,*
- *always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by*
- *avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy*
- *always report any situation where a child becomes distressed or angry to a senior colleague*
- *carefully consider the needs and circumstances of the child/children when in one to one situations*

## **Home Visits**

### **All adults (both in paid and unpaid capacity) MUST**

- *agree the purpose for any home visit with senior leadership, unless this is an acknowledged and integral part of their role*
- *adhere to agreed risk management strategies*
- *always make detailed records including times of arrival and departure and work undertaken*
- *ensure any behaviour or situation which gives rise to concern is discussed with their manager and, where appropriate action is taken*

## **Trips and Outings**

### **All adults (both in paid and unpaid capacity) MUST**

- *always have another adult present in out of workplace activities, unless otherwise agreed with a senior manager*
- *undertake risk assessments in line with their organisation's policy where applicable*
- *have parental consent to the activity*
- *ensure that their behaviour remains professional at all times (see section 7)*

## **Photography and Videos**

### **All adults (both in paid and unpaid capacity) MUST**

- *be clear about the purpose of the activity and about what will happen to the images when the activity is concluded*
- *be able to justify images of children in their possession*
- *avoid making images in one to one situations or which show a single child with no surrounding context*
- *ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.*
- *only use equipment provided or authorised by the school*
- *report any concerns about any inappropriate or intrusive photographs found*
- *always ensure they have parental permission to take and/or display photographs*

### **All adults (both in paid and unpaid capacity) MUST NOT**

- *display or distribute images of children unless they have consent to do so from parents/carers*
- *use images which may cause distress*
- *use mobile telephones to take images of children*
- *take images 'in secret', or take images in situations that may be construed as being secretive.*

## **Access to Inappropriate Images and Internet Usage**

### **All adults (both in paid and unpaid capacity) MUST**

- *follow the school's e-safety policy and guidance on the use of IT equipment*
- *ensure that children are not exposed to unsuitable material on the internet*
- *ensure that any films or material shown to children and young people are age appropriate*

## **Whistle blowing**

### **All adults (both in paid and unpaid capacity) MUST**

- *report any behaviour by colleagues that raises concern regardless of source*

## **Sharing Concerns and Recording Incidents**

### **All adults (both in paid and unpaid capacity) MUST**

- *be familiar with the school's safeguarding policy and procedures for recording concerns*
- *take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the workplace*

This Code of Practice protects the children we work with, you as a member of staff or volunteer and the school, by reducing the risk of anyone working with us, using their role to access children to cause harm. It also helps to identify practice that could be misinterpreted and may lead to a false allegation being made

Any breach of the Code of Practice may lead to disciplinary action being taken.

Serious breaches may result in a referral to Police, Social Services or the Local Authority Designated Officer (LADO)

All staff and volunteers are expected to report any breach to the Designated Teachers for Safeguarding Children.

**Please complete the section below to confirm that you agree to adhere to the Code of Practice**

**Pass this signed agreement to the school office, taking a copy for yourself if you wish to.**

Name: .....

Role:.....

Date:.....

I have read the Code of Practice and agree to follow the guidelines, and act accordingly.  
I understand the consequences if I break any of the guidelines.

Signature:.....

Date:.....

## Appendix 3 Lawnside's Child Protection Procedures

A Safeguarding file is located in the Principal's office and contains policies and further guidance. Concern recording forms and additional information is located on the notice board in the staffroom and next to the photocopier by the school office.

**All staff will receive the standard Safeguarding Training every year and induction training within two weeks of joining the school.**

It is our responsibility to help keep our children safe by providing a safe environment, identifying children who are suffering or likely to suffer significant harm and taking appropriate action.

The aim of this document is to ensure that you understand what is expected of you if you become concerned about the safety of a child.

Please seek advice from our Designated Teachers for Safeguarding, Janet Bell and Cheryl Johnson, if you are unclear about your role.

### **When and what might I be concerned about?**

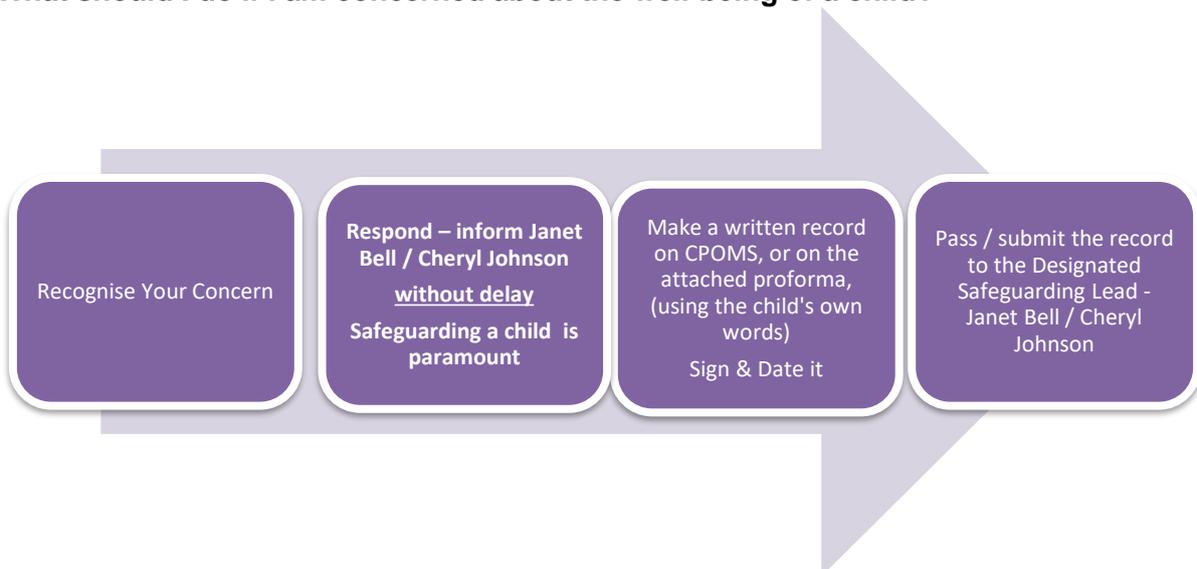
At any time, you may be concerned about information which suggests a child is being neglected or experiencing physical, emotional or sexual harm.

You may observe physical signs, notice changes in the child's behaviour or presentation, pick up signs of emotional distress or have a child disclose a harmful experience to you.

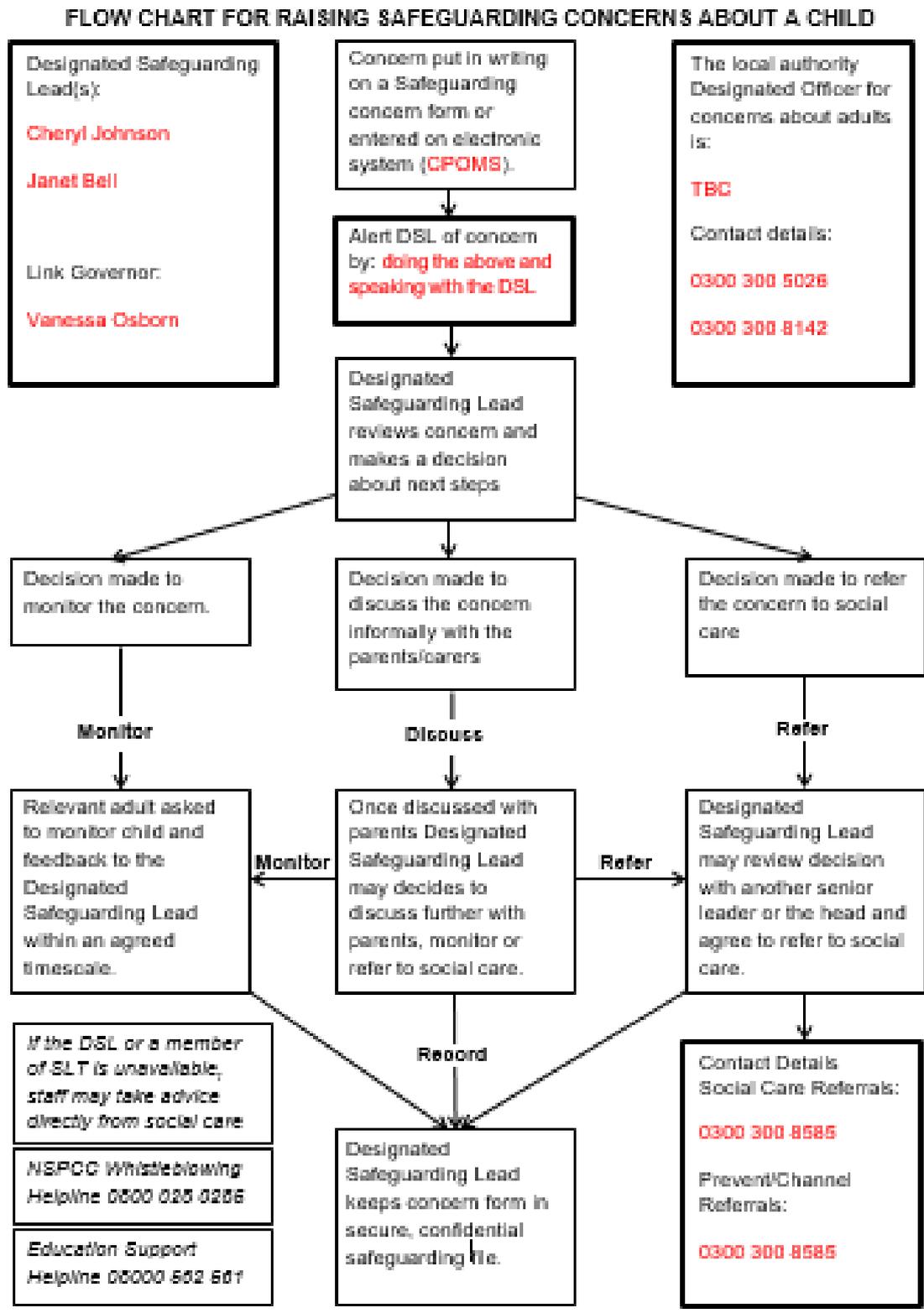
Harm to a child can be caused by:

- A parent/carer
- A family member/friend
- Another child
- A stranger
- A member of staff/volunteer

### **What should I do if I am concerned about the well-being of a child?**



If the DSL is not available, staff should speak to a member of the SLT and/or take advice from local children’s social care.



## HOW TO RESPOND TO A DIRECT DISCLOSURE:

### DO

1. DO LISTEN CAREFULLY TO WHAT THE CHILD IS SAYING
2. DO GIVE THE CHILD SPACE AND TIME
3. DO TELL THE CHILD IT IS NOT HIS/HER FAULT
4. DO TELL THE CHILD THEY WERE RIGHT TO TELL
5. DO USE YOUR EYE CONTACT CAREFULLY, DO NOT STARE THE CHILD OUT, BUT MAKE SURE YOU LOOK AT THE CHILD SO THEY KNOW YOU ARE LISTENING
6. DO BELIEVE THE CHILD
7. DO WRITE DOWN AS SOON AS POSSIBLE AFTER THE DISCLOSURE EXACTLY WHAT WAS SAID. SIGN AND DATE THIS REPORT
8. DO TELL JANET BELL OR CHERYL JOHNSON AS SOON AS POSSIBLE AFTER YOU HAVE RECORDED THE DISCLOSURE
9. DO FOLLOW THE CHILD PROTECTION POLICY PROCEDURES
10. DO THANK THE CHILD FOR TALKING TO YOU
11. DO TELL THE CHILD THAT YOU MUST PASS ON THE INFORMATION
12. DO ACT QUICKLY

### DO NOT

1. DO NOT PANIC – THIS IS FAR MORE SCARY FOR THE CHILD
2. DO NOT LOOK SHOCKED
3. DO NOT RUSH OFF AND GET SOMEONE ELSE TO LISTEN
4. DO NOT PROMISE TO KEEP ANY SECRETS
5. DO NOT TELL THEM IT WILL STOP NOW
6. DO NOT ASK LEADING QUESTION (Instead, use TED – “Tell me more...”, “Explain that to me”, “Describe what happened”
7. DO NOT PUT WORDS INTO THE CHILD’S MOUTH
8. DO NOT MAKE NEGATIVE COMMENTS ABOUT THE ABUSER
9. DO NOT SHARE THE DISCLOSURE WITH ANYONE OTHER THAN JANET BELL OR CHERYL JOHNSON

#### **DEALING WITH A DISCLOSURE SUMMARY:**

**During a disclosure:** Listen, don’t ask questions, believe, thank the child.

**After the disclosure:** Record, tell designated person or Principal, look after yourself.

Never discuss our pupils, staff or school events via social networking sites and maintain your privacy settings.

Our school is committed to the highest possible standards of openness, probity and accountability. In line with this, the Governing Body encourages employees with serious concerns about any aspect of the school’s work to come forward to voice these concerns.

The Whistleblowing Policy is available on the staff notice board.

If you have any concerns about the behaviour of ANY member of staff towards our pupils you must share these concerns with the appropriate people as designated in the Whistleblowing Policy.

**THE SAFETY OF THE CHILD IS PARAMOUNT AND MUST OVERRIDE ALL OTHER CONSIDERATIONS**

## Appendix 4

# Definitions of Types of Abuse, Neglect and Other Safeguarding Concerns

### Signs and Symptoms of Abuse and Neglect

(Keeping Children Safe in Education (September 2019))

**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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children 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 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.

**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 level 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 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. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 27).

**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.

### **Child sexual exploitation (CSE):**

The statutory definition of Child Sexual Exploitation (CSE) can be found in 'Working Together to Safeguard Children (2018) page 93:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes 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.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

**Female Genital Mutilation/Cutting (FGM/C):** refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.