

**Principle:**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils and staff. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Purpose:

- To ensure the school fulfils its responsibility to safeguard and promote the welfare of children and staff.
- To ensure all students and staff, regardless of age, gender, ability, culture, ethnicity, language, religion, sexual identity or background are given equal rights to protection.
- To ensure all staff understand their responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- To ensure students and staff involved in child protection issues receive appropriate support.
- To ensure consistent good practice.

The school will:

- Ensure reporting and recording of welfare and child protection concerns are robust.
- Ensure all staff are provided with training and support in safeguarding issues.
- Provide staff with the necessary information to enable them to meet their safeguarding responsibilities.
- Demonstrate the school's commitment to safeguarding to students, parents and other partners.
- Provide procedures and guidance to staff about meeting safeguarding standards.

Evaluation

- The policy and procedures are to be reviewed annually.
- Heads of House meetings and Inclusion Panel.
- Secure and accurate records.

Reference:

Keeping children safe in education 2014
Working together to safeguard children 2013
Section 175 of the Education Act 2002.
Trafford Child Protection and Safeguarding Guidance.

Linked policies: Equal Opportunities, Student Discipline & Behaviour Policy, Anti-bullying, Inclusion/SEN, E-safety - Internet and System Acceptable Use Policy - Staff

Original Policy: January 2005 Policy reviewed: March 2017 Next Review March 2018
Responsible: K Chapple Deputy Head Teacher



Key Personnel

The designated senior person for child protection is **Mr James Scully**

The deputy designated person is **Mrs Kath Chapple**

The nominated child protection governor is **Melanie Vance**

Roles and responsibilities

The school works within the guidelines of Trafford and informs the local authority of the designated senior person (DSP) for child protection.

The **DSP**:

- is appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of LSCB procedures (Local authority safeguarding and child protection)
- keeps written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a student with a child protection plan leaves the school, their information is passed to their new school and the student's social worker is informed
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy is updated annually
- liaises with the nominated governor and headteacher as appropriate
- keeps a record of staff attendance at child protection training
- makes the child protection policy available to parents.

The deputy designated person(s) is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The **governing body** ensures that the school has:

- a DSP for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- a child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the headteacher
- safer recruitment procedures that include the requirement for appropriate checks
- a training strategy that ensures all staff, including the headteacher, receive child protection training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.



The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the headteacher.

**The Headteacher:**

- ensures that the child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures
- ensures that students' safety and welfare is addressed through the curriculum

Good practice guidelines

To meet and maintain our responsibilities towards students we need to agree standards of good practice.

Good practice includes:

- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them
- encouraging positive and safe behaviour among students
- being a good listener
- being alert to changes in students' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking the students' permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.
- Maintaining an appropriate standard of dress in line with school policy
- Adhering to school policy on e-safety as outlined in the appendix to this policy

Abuse of Trust

All school staff are aware that inappropriate behaviour towards students is unacceptable. Staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.



Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- do not have English as a first language

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code (appendix 2) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of governors.

Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. 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. Allegations against staff will be reported to the local authority LADO (Anita Hopkins).

Allegations against staff should be reported to the headteacher. Allegations against the headteacher should be reported to the chair of governors.



Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and governors will receive training during their induction. All staff, including the headteacher and governors will receive training that is updated at least every three years and the DSP will receive training updated at least every two years, including training in inter-agency procedures. Supply staff and other visiting staff will be given the school's Visiting Staff Leaflet (see: appendix 3). All staff are to be made familiar with the 8 page summary of 'Keeping Safe in Education' 2014. A training log is kept by the DSP and this states what level each member of staff is trained to and gives the date of the training in order to identify when it is due for renewal.

Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in *Keeping Safe in Education, 2014* together with the local authority and the school's individual procedures.

Safer recruitment means that the school will:

Ensure the process of recruitment can be made the first inhibitor to offending by including a statement about safeguarding in our recruitment materials and mention the 'outstanding' status of our practice

And all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Criminal Records Bureau as appropriate to their role and be registered with the Independent Safeguarding Authority (from 2010 onwards)
- be interviewed and expected to account for any gaps in their service/career history or be probed on an area of concern of a safeguarding nature

All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding and child protection policy and identification of their child protection training needs.

A single central record will be held by the finance office and will include all staff, supply staff, regular visiting staff such as peripatetic music teachers and regular volunteers



Appendices

1. Safeguarding Policy Record/.Training Log
1b Statutory definition of Child Sexual Exploitation
2. Child Protection Procedures
3. Code of ethical conduct and practice for school staff
4. Whistleblowing for issues related to young people
5. Guidance to Working with Children and Young People
6. Visiting Staff Child Protection Information Leaflet
7. Self- injury



Appendix 1 - Safeguarding Policy – training log

Named personnel with designated responsibility for Safeguarding

Academic Year	Designated Senior Person	Deputy Designated Senior Person/s	Nominated Governor	Chair of Governors
2017-17	Mr James Scully	Mrs Kathryn Chapple	Melanie Vance	Graham Luccock
2015-16	Kathryn Chapple	James Reeve	Jill Barrett	Tony Williams
2014-15	James Reeve	Jo George	Jill Barrett	Tony Williams
2013-14	James Reeve	Hannah Hulme	Jill Barrett	Tony Williams
2012-13	Hannah Hulme/James Reeve	Gail Byrne	Jill Barrett	Tony Williams
2011-12	Chris Hall	Gail Byrne	Jill Barrett	Tony Williams
2010-11	Chris Hall	Gail Byrne	Jill Barrett	Alex Erwin

Dates of whole staff training and details of course title and training provider

Training	Delivered by	Date
Whole staff Gender identity awareness and support SIB	Kathryn Chapple/Claire Farrelly	September 2017
CPOMS introduction Core SLT and Pastoral team	Kathryn Chapple	January 2017
Prevent training for whole staff	Kathryn Chapple	November 2016
E-Safety SIB – SHARP reporting system, misuse of Internet, logging incidents	Sarah Beswick	November 2017
Whole staff safeguarding SIB: Update on Keeping children safe in education (DfE, 2014) and school safeguarding policy and prevent training	Kathryn Chapple	3.9.16
Safeguarding update to cleaning staff and ITTs	Kathryn Chapple	July 2016
Whole staff safeguarding SIB: Update on Keeping children safe in education (DfE, 2014) and school safeguarding policy	Kathryn Chapple	29.2.16
Child Protection and Safeguarding	Kathryn Chapple	January 2016 NQTs and trainee teachers
Child Protection and Safeguarding	James Reeve	Various dates as new members of staff join the school
Child Protection and Safeguarding	James Reeve	9/15
Whole staff safeguarding SIB: Update on Keeping children safe in education (DfE, 2014) and school safeguarding policy)	James Reeve	19/6/14
Whole staff safeguarding SIB: update on guidance in	James Reeve	19/11/12



appendices to new policy		
E-Safety SIB – SHARP reporting system, misuse of Internet, logging incidents	Sarah Wolfsjohn (now Beswick)	12/11/2012
Whole Staff training on Child Protection	Hannah Hulme	8/10/2012
Whole Staff training on Child protection and safeguarding awareness	Chris Hall	5/3/2012

1b) Statutory definition of Child Sexual Exploitation

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.



Appendix 2

Child protection procedures

Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitutes abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

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

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

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.

Neglect

Neglect is 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

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Definitions taken from *'Keeping children safe in education'* (DfE, 2014)

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl



- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

Understanding and recognising risks and vulnerabilities of radicalisation

Children and young people are vulnerable to exposure to or involvement with groups or individuals who advocate violence as a means to a political or ideological end. Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right and international terrorist organisations such as Al Qaeda.

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. There is no obvious profile



of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas.

The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. Given this, it is important that awareness, sensitivity and expertise are developed within all contexts to recognise signs and indications of radicalisation.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm. Potential diagnostic indicators identified in the Channel Guidance include:

- use of inappropriate language,
- possession of violent extremist literature,
- behavioural changes,
- the expression of extremist views,
- advocating violent actions and means,
- association with known extremists,
- seeking to recruit others to an extremist ideology.

No research has identified a definitive list of indicators which would show that someone is vulnerable to radicalisation to violent extremism. Rather, the risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary.

Content taken from the document 'Prevent and Safeguarding Guidance: Supporting Individuals Vulnerable to Violent Extremism', which has been issued by the Association of Chief Police Officers (ACPO).



Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the headteacher and the DSP will consider implementing child protection procedures.

Indicators of abuse – what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.



Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSP, deputy DSP or HoH by the end of the day
- complete a record of concern
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- seek support for yourself if you are distressed.
- All staff may raise concerns directly with children's social Care services

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a student talks to you about any risks to their safety or wellbeing you will need to **let them know that you must pass the information on** – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the pupil:

- Allow them to speak freely.
- Remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the pupil.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student's mother think about all this.
- At an appropriate time tell the pupil that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the student what will happen next. The student may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the child protection disclosure form and hand it to the designated person.



Notifying parents

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children's social care.

Referral to children's social care

The DSP will make a referral to children's social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated person, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held. Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they should refer the request to the headteacher.

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



Appendix 3

Code of ethical conduct and practice for school staff

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our students.

1. Principles and procedures

All staff should:

- adhere to the principles and procedures contained in school policies
- follow professional standards (these can be found on shared drive and website)
- refrain from any action that would bring the school into disrepute
- take responsibility for their own continuing professional development
- value themselves and seek appropriate support when needed

2. Relationships

All staff should:

- treat all members of the school community, including students, parents, colleagues and governors with consideration and respect
- treat each student as an individual and make adjustments to meet individual need
- recognise the power imbalances between students and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- encourage all students to reach their full potential

3. Safety and Welfare

All staff should:

- place the safety and welfare of pupils above all other considerations
- understand that school staff are in a position of trust and that sexual relationships with a student, even over the age of 16, is an offence
- be alert to, and report appropriately, any behaviour that may indicate that a student is at risk of harm
- never condone inappropriate behaviour by students or staff
- have a good understanding of and follow safeguarding procedures which includes wearing lanyards, signing in and out and adhering to the SHS dress code.

Staff name _____

Signature _____

Date: _____



Appendix 4

Whistleblowing code for issues relating to children and young people

Purpose of the code

The school adheres to the local authority whistleblowing policy and procedures that enable staff to raise concerns relating to:

- crime
- a miscarriage of justice
- illegality
- health and safety
- environmental or property damage
- unauthorised use of public funds
- concealing or attempting to cover up any of the above.

This code provides additional information to help staff to understand the role of whistleblowing in the context of poor practice and unacceptable conduct and attitudes towards children.

When to use the code

The whistleblowing procedures and this code may be used by anyone employed by the school in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a pupil is inappropriate.

Inappropriate conduct includes, but is not confined to:

- bullying or humiliation
- contravening health and safety guidelines
- serious breaches of the school's code of ethical practice
- professional practice that falls short of normally accepted standards
- compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention.

Reasons for blowing the whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that pupils are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects pupils, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistleblowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

Staff who deliberately fail pupils and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the pupils and the reputation of the whole school.



Barriers to whistle blowing

You may worry that you have insufficient evidence to raise a concern, that you will set in train an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern might be totally misplaced.

These concerns are entirely understandable but you can be reassured that whistleblowing procedures addresses these issues.

The Public Interest Disclosure Act 1998 protects employees from reprisals for public interest whistleblowing. Your union, a solicitor or the local authority legal services can provide you with information about your legal position.

Confidentiality and anonymity

All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing.

You can, if you prefer, raise your concern anonymously. The school would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available.

The school will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistleblowing.

Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

Reporting procedure

- It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported, is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved.
- You may raise your concern verbally or in writing. You should report your concern directly to the headteacher.
- If the headteacher is the subject of your concern, speak to the chair of governors.
- A friend, colleague or union representative may accompany you to the meeting if you wish.
- Ensure the head or chair informs you of their proposed action and sets a date for a second meeting.
- Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed.
- Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.

Process and outcome

- The headteacher or chair will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.
- Members of the school community, including governors, may be asked to provide information or advice.
- External advice, for example, from legal or human resources or children's services may be sought.
- A written record of the conduct, established facts and outcome of the inquiry will be kept.
- The whistleblower will be kept informed of the progress of the inquiry.



The outcome of the inquiry will be one of the following:

- No poor practice or wrongdoing is established and the case is closed
- The concern has some substance and the subject of the concern will receive advice and support from the headteacher to improve practice
- Poor practice or wrongdoing is established and disciplinary proceedings are initiated
- The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police.

If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved.

Further action

If you raise a concern and you are dissatisfied with the way it is managed, or the outcome, you may contact the governing body or local authority for advice.

Alternatively you can seek advice from your union or professional association, a solicitor, the police, children's social care or Public Concern at Work (PCaW), a registered charity that offers free and confidential legal advice on workplace malpractice.

Public Concern at Work

Suite 301, 16 Baldwins Gardens, London , EC1N 7RJ

020 7404 6609

whistle@pcaw.co.uk

www.pcaw.co.uk



Appendix 5

Guidance to Working with Children and Young People (CaYP)

This guidance is based on 'Guidance for Safer Working Practice for Adults who work with Children and Young People' (updated 2009 version).

Sale High School believes that all adults who work with children and young people (CaYP) have a crucial role to play in shaping their lives. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This guidance has been produced to help adults working at Sale High School to establish safe and responsive environments which safeguard young people and reduce the risk of adults being unjustly accused of improper or unprofessional conduct.

This guidance attempts to identify what behaviours are expected of adults who work in the School.

The Guidance is split into the following sections –

- Duty of care
- Confidentiality
- Making a Professional Judgement
- Power and Position of Trust
- Propriety and Behaviour
- Dress and Appearance
- Personal Living Space
- Gifts, rewards and Challenges
- Infatuation
- Communication with CaYP
- Social Contact
- Sexual Contact
- Physical Contact
- Behaviour management
- Use of Control and Physical Restraint
- CaYP in distress
- First Aid and Administration of Medication
- One-to-one Situations
- Home Visits
- Transporting CaYP
- Trips and Outings
- Photographs and Audio-Visual recordings
- Access to Inappropriate Images and Internet Usage

1. Duty of care

All adults have a duty of care to the CaYP in their care. This includes keeping CaYP safe from harm. The duty of care is exercised through the development of respectful and caring relationships



between adults and CaYP. The School also has a duty of care towards its staff, ensuring they are treated fairly and reasonably in all circumstances. In the School, adults should:

- 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; and,
- take responsibility for their own actions and behaviour.

The School will:

- ensure that appropriate safeguarding and child protection policies and procedures are adopted, implemented and monitored;
- ensure that codes of conduct/practices are continually monitored and reviewed;
- ensure that, where services or activities are provided by another body, the body concerned has appropriate safeguarding policies and procedures;
- foster a culture of openness and support;
- ensure that systems are in place for concerns to be raised;
- ensure that adults are not placed in situations which render them particularly vulnerable;
- ensure all adults have access to and understand this guidance and related, policies and procedures; and,
- ensure that all job descriptions and person specifications clearly identify the competences necessary to fulfil the duty of care.

2. Confidentiality

Adults may have access to confidential information about CaYP. These details must be kept confidential at all times and only shared when it is in the best interests of the child/young person to do so. Secrets must not be kept or promised. In the School, adults:

- should be clear about when information can be shared and in what circumstances it is appropriate to do so;
- are expected to treat information they receive about CaYP in a discreet and confidential manner;
- should 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; and,
- need to know to whom any concerns or allegations should be reported .

3. Making a Professional Judgement

At times, no specific guidance exists. There may be occasions or circumstances in which adults have to make a decision or take action in the best interests of the child or young person which could contravene guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge. In these cases, adults should:

- discuss the circumstances that informed their action, or their proposed action, with a senior manager, or with the parent/carer, if appropriate;



- report any actions which could be mis-interpreted to their senior manager;
- always discuss any misunderstanding, accidents or threats with a senior manager;
- always record discussions and reasons why actions were taken; and,
- record any areas of disagreement about course of action taken and if necessary referred to a higher authority.

4. Power and Positions of Trust

All adults are in a position of trust in relation to the CaYP in their care, because of their position, knowledge and/or authority in their role. This position of trust must not be abused. Adults 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; and,
- use their status and standing to form or promote relationships which are of a sexual nature, or which may become so.

5. Propriety and Behaviour

Adults are expected to adopt and maintain high standards of personal conduct in order to maintain the confidence of the public in general and all those with whom they work. There may be times when an adult's behaviour comes under close public scrutiny, and at times, the behaviour of an adult's partner or other family member may raise concerns in relation to safeguarding. In this School, adults :

- 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;
- must be aware that behaviour in their personal lives may impact upon their work with CaYP;
- follow any codes of conduct deemed appropriate by their organisation; and,
- understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with CaYP.

6, Dress and Appearance

A person's dress and appearance are matters of personal choice and self-expression. However, dress and appearance must be appropriate to the role undertaken as an employee at this School. At the School, adults will 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; and,
- is not considered to be discriminatory and is culturally sensitive.

7. Personal Living Space



No child or young person should be invited into the home of an adult who works with them, unless the reason has been firmly established and agreed with parents/carers. Children or young people should not assist with chores/tasks in the home of an employee of the School. At the School, adults should :

- be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations;
- challenge any request for their accommodation to be used as an additional resource for the organisation;
- be mindful of the need to maintain professional boundaries; and,
- refrain from asking children and young people to undertake personal jobs or errands.

8. Gifts, Rewards and Favouritism

The giving of gifts or rewards to children or young people should be part of an agreed policy for supporting positive behaviour or for recognising particular achievements. It is acknowledged that there are specific occasions when adults may wish to give a child or young person a personal gift. This is only acceptable practice where it has been discussed with a senior manager and/or the parent/carer and the action recorded. Adults should be aware that the giving of gifts can be misinterpreted by others as a gesture to bribe or an attempt to groom a young person.

There are occasions when children, young people or parents wish to give a token of appreciation to an adult, eg special occasion, as a thank you. This is acceptable. However, it is unacceptable to receive gifts of significant value, or on a regular basis.

At the School, adults should :

- be aware of the Schools policy on the giving and receiving of gifts;
- 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; and,
- 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.

9. Infatuations

Occasionally, a child or young person may develop an infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach.

An adult, who becomes aware that a child or young person is developing an infatuation, should discuss this at the earliest opportunity with a senior manager or parent/carer so appropriate action can be taken to avoid any hurt, distress or embarrassment.

At the School, an adult should:



- report and record any incidents or indications (verbal, written, physical or via the internet or digital media) that suggest a child or young person may have developed an infatuation with an adult in the workplace; and,
- always acknowledge and maintain professional boundaries.

10. Communication with CaYP

All communications should take place within clear and explicit professional boundaries. Adults should not share personal information with CaYP, other than that which might be appropriate as part of their professional role. All communications should be transparent and open to scrutiny. Personal contact details should not be given to CaYP, unless the need to do so has been agreed with parents/carers and senior management. At the School, adults should:

- 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, 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; and,
- 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.

11. Social Contact

Adults should not seek to have social contact with CaYP unless the reason for this contact has been firmly established with parents/carers, and senior management. Adults should be aware that social contact in certain situations can be misconstrued as grooming. At the School, adults should :

- 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 colleagues;
- 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 organisation 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; and,
- understand that some communications may be called into question and need to be justified.



12. Sexual Contact

All adults should clearly understand the need to maintain appropriate boundaries. Any sexual relationship is deemed a serious breach of trust. Any sexual activity between an adult and the CaYP they work with may be regarded as a criminal offence and will always be a matter for disciplinary action. At the School, adults should not:

- have sexual relationships with children and young people;
- have any form of communication with a child or young person 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/young person; and,
- discuss their own sexual relationships with or in the presence of children or young people.

Adults should:

- ensure that their relationships with children and young people clearly take place within the boundaries of a respectful professional relationship; and,
- take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

13. Physical Contact

There are occasions when it is entirely appropriate for an adult to have physical contact with a child or young person with whom they are working. It is crucial that any contact is entirely appropriate to role or duties. Where physical restraint has been necessary, specific report forms must be completed. Adults must use their professional judgement at all times, observing and taking note of a child/young person's reactions, and use a form of contact which is acceptable to the child/young person for the minimum time necessary. Physical contact can be misinterpreted, and adults should be aware of this. It is recognised that some children who have experienced abuse may seek inappropriate physical contact – this must be reported and discussed with a senior manager. The School has a system for recording incidents.

At the School, adults should :

- 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 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.

Adults who deliver subjects such as PE and Drama at times have to initiate some physical contact with CaYP, for example, to demonstrate technique in the use of particular equipment. Such activities must be carried out in accordance with existing codes of conduct, regulations and best practice. The School will ensure there is up-to-date guidance to promote safe practice, and will ensure staff training on this. Any contact should be made only when necessary, and in an open



space where easily observable. It should be age relevant, and should take regard of the child/young person's discomfort.

At the School, adults should:

- 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; and,
- be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact.

14. Behaviour Management

The School recognises that all CaYP have a right to be treated with respect and dignity even in circumstances where they display difficult and challenging behaviour. The use of degrading treatment as a punishment or form of behaviour control – physical or verbal – will not be tolerated at the School. All adults will follow the School's Behaviour Management Policy. Physical restraint may be appropriate where all other strategies have failed.

At the School, adults should :

- 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 organisation's behaviour management policy; and,
- 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.

15. Use of Control and Physical Restraint

The School recognises that there are circumstances when physical control/restraint is necessary, eg to split two pupils who are fighting. This having been said, the use of physical intervention should be avoided if at all possible. If it has to happen, the dignity of all must be maintained as far as possible. The scale and nature of intervention must be proportionate to both the behaviour of the individual and the harm they may cause if not checked. Physical force must never be used as a form of punishment. In all cases, a formal report must be completed, which documents the reason for the physical intervention, and subsequent actions, and parents must be informed on the same day. At the School, adults should :

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

The School will ensure that its Policy on Behaviour includes a section on the use of restraint, and that staff are trained on this aspect. The School also keeps a formal record of any incidents.



16. CaYP in Distress

The School recognises that there are situations in which adults are involved in managing significant or regular occurrences of distress and emotional upset in CaYP. There are occasions when a distressed child needs comfort and reassurance, and this may involve physical contact. Adults must use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries. Where this occurs, it should be reported to and discussed with a senior manager and/or parents/carers. At the School, adults should:

- 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;
- follow professional guidance or code of practice where available;
- 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; and,
- not assume that all children seek physical comfort if they are distressed.

17. First Aid and Administration of Medication

The School has a number of trained First Aiders, who should be called upon to administer First Aid where needed. Where possible, there should be two adults present when administering medicines or first aid. Staff training must be kept up-to-date. Good records must be kept by the School.

18. One to One Situations

The School accepts that at times adults will be placed in one-to-one situations with pupils. Adults should where possible make sure these situations take place on open and public spaces, to minimise the risk of allegations against them. At the School, adults should :

- 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; and,
- carefully consider the needs and circumstances of the child/children when in one to one situations.

19. Home Visits

The School recognises that home visits are a part of the work of the pastoral team. These visits must always be subject to risk assessment (risk factors include hostility, CP concerns, complaints or grievances by the family against school/adult). Where little/no information is known about the family, the visit must be by two adults together. The adults must have access to emergency contact



person in order to alert of any problems. Visits must always be clearly logged with senior management, and a record made post visit. Where a visit is made and the parent/carer is absent, the visit must be ended and this reported to Social Care/SAIS. The School will at times forbid visits to certain families (for the safety of staff). At the School, adults should:

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

20. Transporting CaYP

There are occasions when the transport of CaYP is a part of duties, eg driving the School minibus to fixtures. It is inappropriate for adults to give lifts outside normal working duties to CaYP, unless agreed with parents/carers and discussed with a senior manager. Occasionally an emergency situation may necessitate transport – such situations must be recorded on ePortal and reported. At the school, adults should:

- ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive;
- be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carer;
- record details of the journey in accordance with agreed procedures;
- ensure that their behaviour is appropriate at all times;
- ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven; and,
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned.

21. Trips and Outings

See the School Policy on Educational Visits. Adults remain in a position of trust, and must ensure their behaviour remains professional at all times, staying clearly within professional boundaries. At the School, adults should:

- always have another adult present in out of workplace activities, unless otherwise agreed with a senior manager;
- undertake risk assessments in line with the School's policy where applicable;
- have parental consent to the activity;
- ensure that their behaviour remains professional at all times;
- never share beds with a child/children or young people; and,
- not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with senior manager, parents and children and young people.

22. Photography and Audio-Visual Recordings

The School recognises that working with CaYP can involve the use of still photography and movie making. Any such work must take place with due regard for the law, the dignity of the individual(s),



the need to safeguard. It should be supported by written consent from parents/carers, and with the CaYPs consent. The School will seek permission for images to be made from parents/carers, and their retention and use for School purposes (display, marketing etc) – on an annual basis. It is not appropriate for adults to take photographs or moving image of CaYP for their personal use. At the School, adults should:

- 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 organisation;
- report any concerns about any inappropriate or intrusive photographs found; and,
- always ensure they have parental permission to take and/or display photographs.

Adults should 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; and,
- take images 'in secret', or taking images in situations that may be construed as being secretive.

23. Access to Inappropriate Images and Internet Usage

There are no circumstances which justify an adult possessing indecent images of children. Adults accessing and/or possessing links to such websites will be viewed as significant and potential threats to CaYP. The act of accessing, storing and making indecent images of CaYP is a criminal offence. This is true whether in or outside school. Should such materials be found, the LADO (Local Authority Designated Officer) will immediately be informed. No attempt will be made to investigate, as this can contaminate evidence, compromising potential criminal prosecution. Additionally, adults should avoid exposing CaYP to inappropriate images. At the School, adults should:

- follow their organisation's guidance on the use of IT equipment;
- ensure that children are not exposed to unsuitable material on the internet; and,
- ensure that any films or material shown to children and young people are age appropriate.

Appendix 6

Visiting staff child protection information leaflet

WELCOME to **Sale High School**

School statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. While working in our school we expect you to take care of our pupils and follow our procedures.

Key facts about child abuse

Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with SEN are particularly vulnerable.

Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A pupil may:

- have a bruise, burn or injury that seems suspicious
- show signs of pain or discomfort
- be unnaturally passive or withdrawn
- be unpredictable and challenging
- seem anxious, fearful or distressed
- provide an unlikely explanation for their injury or their behaviour.

If you are concerned for a child's health, welfare or safety in any way you must speak to the designated senior person (DSP), Mrs K.Chapple, or a senior member of staff before you leave the school site.

Do not question the student or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a student tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DSP.

If you become concerned about a student's immediate safety, notify the nearest member of staff and tell them why you are concerned.

If you have any questions or wish to see our child protection and safeguarding policy please contact the DSP.

SAFE GUARDING @ SALE HIGH SCHOOL

QUICK REFERENCE FOR STAFF & VOLUNTEERS

AS AN ADULT WORKING WITH CHILDREN AND YOUNG PEOPLE, YOU HAVE A DUTY TO ACT WHEN YOU HAVE A CONCERN ABOUT A CHILD'S WELFARE.

WHEN TO BE CONCERNED?

When you become aware of information that leads you to be concerned about the **physical, emotional or sexual** wellbeing of a child.

The information you have may not be enough on its own for a child protection referral. However, it will help your SDP to build a picture of a child at risk.

ALERTS

- You may see **physical signs**.
- You may hear **worrying accounts**.
- You may pick up on **emotional distress**.
- You may notice **changes in a child's behaviour or presentation**.
- Someone may **disclose to you**.

HARM TO A CHILD CAN BE CAUSED BY:

- A **parent/ carer**.
- **Family member / friend**.
- **Another child**.
- A **stranger**.
- A **member of staff / volunteer**.

REGARDLESS OF THE SOURCE OF HARM YOU MUST REPORT YOUR CONCERN.

*If your concern is about a staff member/volunteer, you should report this to the DSP or the Headteacher. If your concern is about the Headteacher, you should inform your DSP.

REMEMBER

Delay in reporting your concerns could cause the child greater harm.

School staff members are often the **first** people to see a child after they have been abused.

Not all abuse has **physical** signs.

If in any **doubt**, talk to A member of your Safeguarding team.

Appendix 7 – Self Injury

Principle:

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all our students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of self-harm and follow procedures to ensure that children receive effective support and are signposted to appropriate services, when necessary.

What is self-injury?

Self –Injury as any deliberate, non- suicidal behaviour that inflicts physical harm on someone’s own body and is aimed at relieving emotional distress. It can include cutting, scratching, burning, bruising, overdosing (without suicidal intent) and deliberate bone breaking/spraining.

Risk Factors associated with self injury:

- Mental health disorders including depression and eating disorders
- Drug/alcohol abuse and other risk taking behaviours
- Recent trauma e.g, death of a relative, parental divorce
- Negative thought patterns and low self esteem
- Bullying
- Abuse - sexual , physical and emotional
- Sudden changes in behaviour and academic performance

Purpose:

We aim to:

- To help all students develop their self-esteem and literacy
- To ensure that staff know the procedures to follow, who to pass information to, when a pupil is identified as having self-harmed
- To provide support depending upon the individual needs of the student
- Take steps to ensure, as far as possible, that self-injury does not spread within the school
- To have clear guidelines for staff; on who needs to be informed, and for key staff information pertaining to

The School will :

- Ensure incidents of self-harm are recorded and action taken
- Take steps to ensure, as far as possible, that self-injury does not spread within the school
- To have clear guidelines for staff; on who needs to be informed, and for key staff information pertaining to when parents and social services need contacting
- To provide education about self –injury for students and staff
- Take precautionary measures when using sharp equipment
- Be duly vigilant

Evaluation:

- Policy and procedure to be reviewed annually
- Feedback from Multi agencies
- Heads of house meetings and Inclusion Panel
- Secure and accurate records.