

WEST HATCH HIGH SCHOOL



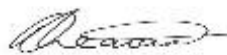
THE BEST THAT I CAN BE

Child Protection and Safeguarding Policy

Policy reviewed

October 2017

Signed



APPROVED BY GOVERNORS - OCTOBER 2017

POLICY TO BE REVIEWED – OCTOBER 2018

DESIGNATED SAFEGUARDING LEAD:	Rob Tester
DEPUTY DESIGNATED SAFEGUARDING LEAD:	Mel Hall
DESIGNATED SAFEGUARDING GOVERNOR:	John Hayley (Trained Feb 2017)
ADDITIONAL SAFEGUARDING PERSONS	Anthony Sinfield and Dan Leonard
SAFER RECRUITMENT TRAINED	Dan Leonard, Simon Langton, Anthony Sinfield, Lisa Barker

Training dates

Name	Training	Renewed
Anthony Sinfield	March 2014	March 2016
Mel Hall	October 2014	October 2017
Dan Leonard	February 2014	February 2016
Rob Tester	September 2017	September 2017

Contents

1	Introduction
2	Statutory Framework
3	Roles and responsibilities
4	Types of abuse / specific safeguarding issues
5	Procedures, Safe recruitment and selection
6	Training
7	Professional confidentiality
8	Records and information sharing
9	Interagency working
10	Allegations about members of the workforce
11	Whistleblowing
Appendix A	Children and Families Hub Partner Access Map
Appendix B	PREVENT referral flow chart
Appendix C	Essex Windscreen of Need and levels of intervention

CHILD PROTECTION POLICY FOR WEST HATCH HIGH SCHOOL

1. Introduction

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

(Keeping Children Safe in Education – DfE, 2016)

This Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Safeguarding Policy, Safer Recruitment Policy, Staff Code of Conduct Policy, Physical Intervention Policy, Anti-Bullying Policy, Behaviour Policy, Attendance policy, Looked after Children Policy, Sexting Policy, Self Harming Policy, Health, Safety and wellbeing Policy, Trips and Visits Policy, Information and Communication Technology Policy and the Confidentiality Policy. It should also be read in conjunction with Keeping Children Safe in Education (DfE, 2016).

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

2. Statutory framework

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues with all school staff and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse or significant harm.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan. Provide a systematic means of monitoring children known or thought to be at risk of harm.
- Establishing a safe environment in which children can learn and develop through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried.
- Include opportunities in the PSHC curriculum for children to develop the skills they need to recognise and stay safe from abuse.

The development of appropriate procedures and the monitoring of good practice in Essex are the responsibilities of the [Essex Safeguarding Children Board](#) (ESCB). In Essex, all professionals must work in accordance with the [SET Procedures](#) (ESCB, 2017).

Our school works in accordance with the following legislation and guidance:

[Keeping Children Safe in Education](#) (DfE, 2016)

[Working Together](#) (HMG, 2015)

Education Act 2002

[Effective Support for Children and Families in Essex](#) (ESCB, 2017)

[Counter-Terrorism and Security Act \(HMG, 2015\)](#)

[Serious Crime Act 2015](#) (Home Office, 2015)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

Information sharing advice for safeguarding practitioners (HMG, 2015)

Data Protection Act 1998

[What to do if you're worried a child is being abused](#) (HMG, 2015)

[Searching, screening and confiscation](#) (DfE, 2014)

Children Act 1989

Children Act 2004

[Preventing and Tackling Bullying \(DfE, 2017\)](#),

Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

3. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.

The governing body

The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The governing body ensures there is a named designated safeguarding lead and deputy safeguarding lead in place.

The governing body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The governing body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The governing body ensures that children are taught about safeguarding, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place. Our children will

be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

The governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

The Designated Safeguarding Lead (and Deputy)

The designated safeguarding lead in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Family Operations Hub) are made in accordance with current SET procedures. They work with the local authority and other agencies as required.

If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding lead will act in their absence.

The Headteacher

The Headteacher works in accordance with the requirements upon all school staff. In addition, (s)he ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff.

All school staff

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early

help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the designated safeguarding lead to report any concerns. All staff members are aware of and follow school processes (as set

out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so.

Students Educated off Site

- Where students are educated either partly or fully offsite, for example Further Education College or the Spark Academy, it is the responsibility of these institutions to have their own safeguarding and child

protection policies and procedures in place. The deputy lead liaises with the institutions and has record of all staff working with our pupils.

- They should deal with any concerns and issues relating to child protection or safeguarding and inform the designated child protection officer at the school.
- The school employs a liaison officer, through the West Essex Partnership, who is responsible for ensuring the institutions have a safeguarding and child protection policy and procedures, including CRB's, and are all trained to deal with issues that may arise. He has also undergone child protection and safeguarding training himself and works closely with the Designated Officer at West Hatch.

4. Types of abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, 2016) defines abuse as the 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 (e.g. via the internet). They may be abused by an adult or adults or another child or children”

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

Peer on peer abuse

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse

is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

Children with special educational needs and disabilities

Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- 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 signs
- Communication barriers and difficulties in overcoming these barriers

Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).

Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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".

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead is the named CSE Lead in school on these issues and will work with other agencies as appropriate.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

Forced marriage

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

Prevention of radicalisation

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion

- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral. (*Appendix B*)

5. Procedures

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2017)
- Keeping Children Safe in Education (DfE, 2016)
- Working Together to Safeguard Children (DfE, 2015)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the designated safeguarding lead (and deputy) and how to share concerns with them.

Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the designated safeguarding lead (or, in their absence, the deputy designated safeguarding lead).

The designated safeguarding lead or the deputy will immediately refer cases of suspected abuse or allegations to the Children and Families Operations Hub by telephone (*Appendix A*) and in accordance with the procedures outlined in the SET procedures (ESCB, 2017) and in 'Effective Support for Children and Families in Essex' (ESCB, 2017).

The telephone referral to the Family Operations Hub will be confirmed in writing within 48 hours with the [Children and Families Request for Support form](#). Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral plus any other relevant information or advice given.

Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt

that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from the Children and Families Hub and / or Essex Police in making decisions about when it is appropriate to share information with parents / carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the designated safeguarding lead.

Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support.

1. Safer Recruitment and Selection

The school pays full regard to current DfE guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and Criminal Records Bureau checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- a CRB Enhanced Disclosure is obtained for **all** new appointments to our school's workforce through staffing personnel and payroll, from October 2009 it is a criminal offence for employers to take on an individual in Independent Safeguarding Authority regulated activity whom they know to have been barred and/or not refer to the ISA details of anyone who is permanently removed from regulated activity or who leaves while under investigation for allegedly causing harm or posing a risk of harm
- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff under the supervision of the HR manager.
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate by the HR manager
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA as appropriate. No new member of the staff workforce may be appointed or engaged as a member of the school workforce without all appropriate training or checks having first been

undertaken by the HR manager.

- There is a commitment to keep SLT trained and up to date in safer recruitment training. Dan Leonard, Simon Langton, Anthony Sinfield, Victoria Schaefer and Lisa Barker are all trained. Rob Tester, Dan Leonard, Simon Langton and Anthony Sinfield have all attended refresher courses.

2. Safe Practice

Our school will comply with the current Safe Practice guidance to be found in the SET Safeguarding Procedures (Southend, Essex and Thurrock).

Safe working practice ensures that pupils are safe and that all staff:

- 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;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern as appropriate in guaranteeing the safeguarding of the students in their care;
- record any incidents or decisions made on the appropriate forms and central log;
- apply the same professional standards regardless of gender or sexuality;
- be aware of confidentiality of the students and/or staff who may be subject of the allegations as well as the alleged injured party/parties.
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3. Safeguarding Information for students

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff who has responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHEC materials are used to reinforce appropriate support for

students and the LMs (Learning Managers) are alert (as are all staff, both teaching and otherwise) to the potential for dealing with disclosures made by students.

Our school ensures that pupils are made aware that information can be found by consulting with staff members.

School's arrangements for consulting with and listening to pupils are through standard Student Voice opportunities such as the Student Councils and also mentoring through the LMs. We make pupils aware of these arrangements by posters clearly stating the key designated staff to talk to. Students are also able to refer to posters which provide details as to how best to deal with difficulties which they may experience when accessing electronic media. Information is also posted on the school website relating to possible courses of action in the event of cyber issues.

Our school is committed to ensuring that our pupils receive the right help at the right time. Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school will endeavour to support all pupils through:

The curriculum to encourage our pupils to stay safe, develop healthy relationships, self-esteem and self-motivation. The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.

The implementation of the school's behaviour management policies.

A consistent approach from all staff which will endeavour to ensure our pupils know that some behaviour is unacceptable but that they are valued.

Regular liaison with other professionals and agencies who support the pupils and their families.

A commitment to develop open and honest and supportive relationships with parents, always with the child's best interest as paramount.

The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in all matters of child protection.

Recognition that children with behavioural difficulties and disabilities are most vulnerable to abuse and that staff working in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems must be particularly sensitive to signs of abuse.

Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children are vulnerable and in may be in need of support or protection.

4. Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. This information is accessible via the school website, as well as via individual leaflets which are available to parents in the event of reported difficulties/concerns. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality as appropriate under the SET guidelines and will not share sensitive information unless we have permission or it is judged as necessary to do so in order to protect a child. West Hatch High School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.



We encourage parents to discuss any concerns they may have with the school via the Designated/ Deputy Designated Child Protection Officer. We make parents aware of our policy via the school website and parents are made aware that they can view this policy on request.

West Hatch High School is committed to ensuring the welfare and safety of all children in school. West Hatch High School therefore follows the SET Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with SET Safeguarding Children Procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request either via the school website or by writing to the school and requesting the policy.

6. Training

The designated safeguarding lead (and deputy) undertake Level 3 child protection training at least every two years. The Headteacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the Essex Safeguarding Children Board (ESCB). In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

The school ensures that the designated safeguarding lead (and deputy) also undertakes training in inter-agency working and other matters as appropriate

7. Professional confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the designated lead (or deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

8. Records and information sharing

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.

West Hatch High school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives,
- names and contact details of all persons with parental responsibility (if different from above),
- emergency contact details (if different from above),
- details of any persons authorised to collect the child from school (if different from above),
- relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.),
- if the child is or has been on the Child Protection Register or subject to a care plan,
- name and contact detail of G.P. ,
- any other factors which may impact on the safety and welfare of the child,

The school will collate, store and agree access to this information on the SIMS system under the supervision of the Line Manager responsible for effective working within the Student Services Team.

Any records related to child protection are kept in an individual child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.

Where a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school.

Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

9. Interagency working

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

10. Allegations about members of the workforce

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook / Code of Conduct.

The school works in accordance with statutory guidance and the SET procedures (ESCB, 2017) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.



The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the designated safeguarding lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school operates within statutory guidance around Data Protection.

Where the concern involves the headteacher, it should be reported direct to the Chair of Governors.

SET procedures (ESCB, 2017) require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.

11. Whistleblowing

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff are made aware of the duty to raise concerns about the attitude or actions of staff.

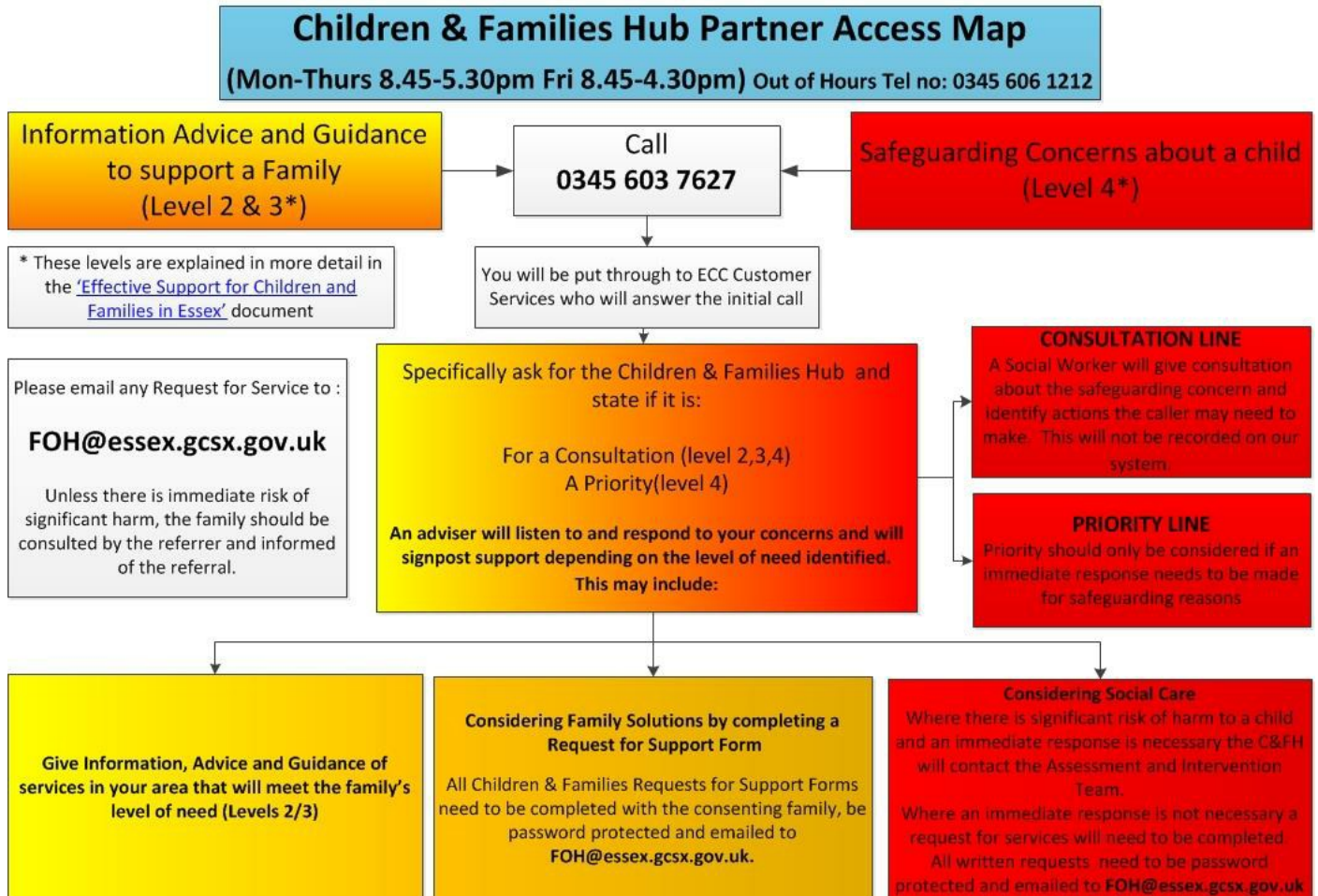
We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

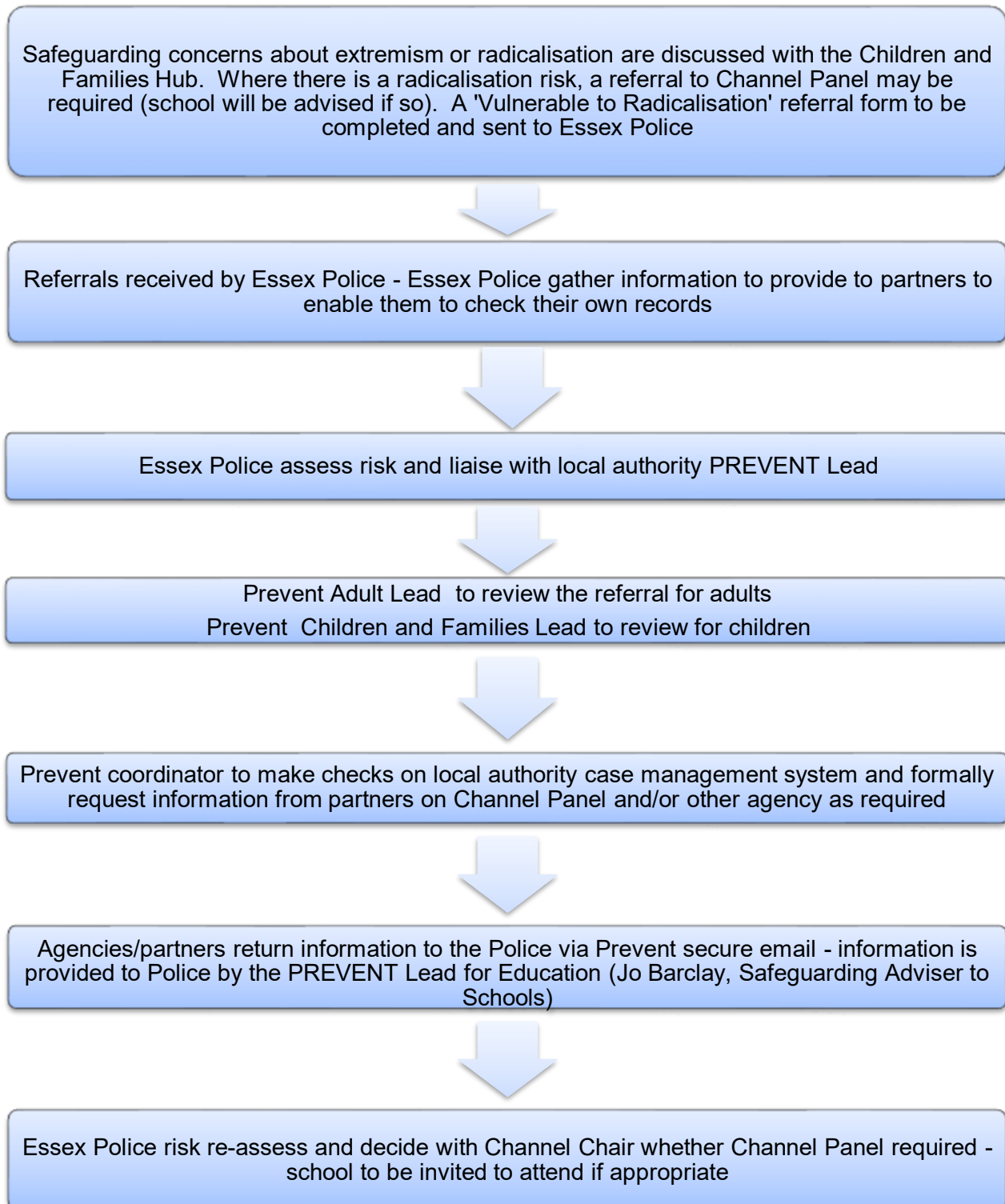
Safe Organisation Checklist West Hatch High School

Action	Done?	Due?
Safe recruitment/selection practices: □ Checking of CV's □ Checking of References □ CRB Checks □ Checks on external agencies	YES	
Clear expectations on staff with regard to personal conduct and promoting the well-being of children	YES - booklet	
Good systems of induction and ongoing training for staff and others in minimum standards in child protection, even where the primary service users are adults who are parents.	YES – NQTs all inducted , 3 yearly whole staff, Governors and PTFA are CRB checked	
Clear access to guidance/procedures for Child protection and protection of vulnerable adults and awareness of local protocols and systems for sharing information and referring	YES New booklet	
Listening to the concerns of children, their parents, and teaching staff with an open mind and promotion to service users of a policy/culture of safeguarding children as paramount.	YES Refer to records	
Good supervision of staff/volunteers	CRB checks, risk assessments of trips and visits.	
Clear and accessible complaints and whistleblowing procedures	YES	
Adherence to agreed local procedures for investigating allegations of harm to children or vulnerable adults by persons in positions of trust – including independent advice and referral to the police	YES	
Good record keeping	YES	
A formal and independent review process for learning from serious untoward incidents with regard to abuse of children by those in a position of trust	YES Through Social Services	
Leadership/accountability in a named senior manager and clear access to specialist advice about child protection or the protection of vulnerable adults	YES	

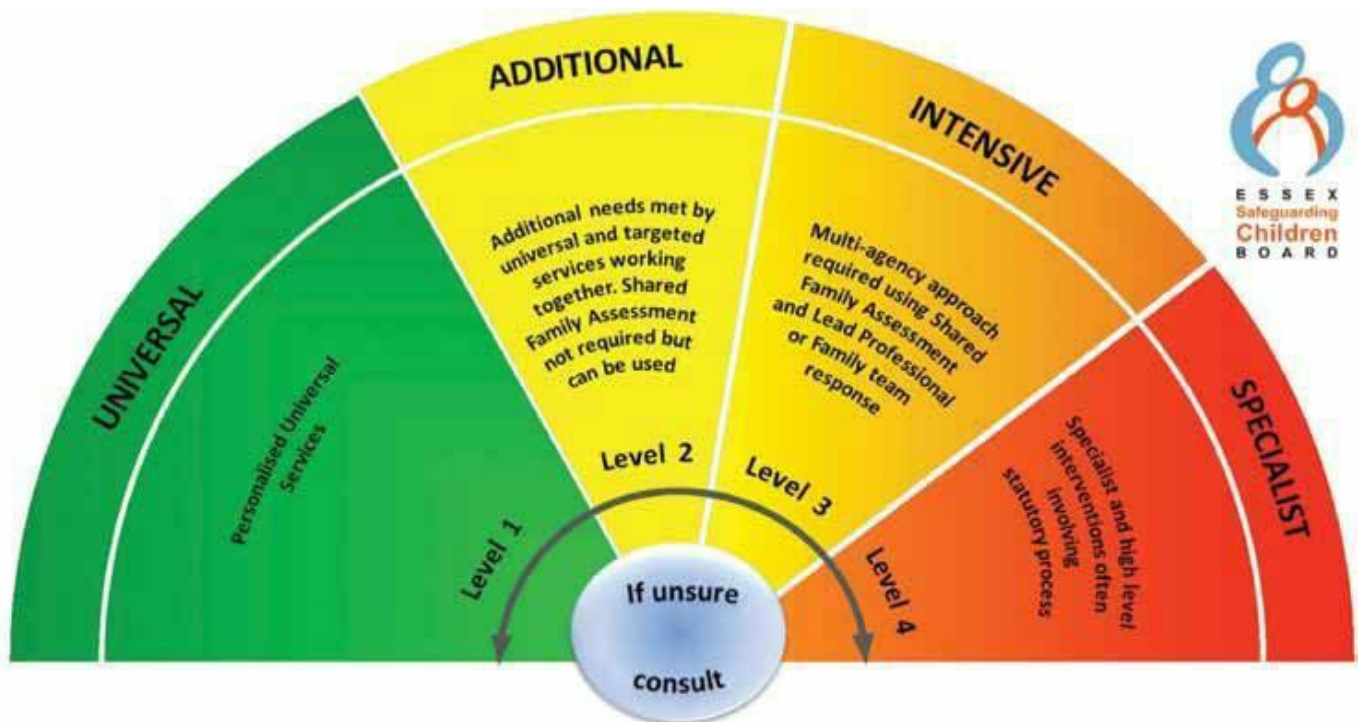
Appendix A: Children and Families Hub flow chart



Appendix B: PREVENT Referral Flowchart



Appendix C: Essex Windscreen of Need and levels of intervention



All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs

Children with **Additional** needs are best supported by those who already work with them, such as Family Hubs or schools, organising additional support with local partners as needed. When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and co-ordinate work alongside the child and family.

For children whose needs are **Intensive**, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or a Shared Family Assessment (SFA), with a Lead Professional to work closely with the child and family to ensure they receive all the support they require. Examples of intensive services are children's mental health services and Family Solutions.

Specialist services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. Examples of specialist services are Children's Social Care or Youth Offending Service. By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services

WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

Child Protection Guidance

October 2017

**Lead Designated Child Protection Officer:
Rob Tester**

Underpinning Principles of Child Protection at West Hatch High School:

- The welfare of the child is paramount (Children Act 1989)
- Staff should understand their responsibilities to safeguard and promote the welfare of children and young people
- Staff 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
- Staff should work, and be seen to work, in an open and transparent way
- Staff should discuss and/or take advice promptly from their line manager or another senior member of staff about, any incident, which may give rise to concern
- Records should be made of any such incident and of decisions made/further actions agreed, in accordance with school policy for keeping and maintaining records
- Staff should apply the same professional standards regardless of race, gender or sexuality
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
- Staff should know the procedures for handling allegations against staff and to whom they should report concerns

What is Child Abuse?

The following definition of child abuse has been formulated from a number of ideas.

“The abuse of children occurs when there is deliberate or non-deliberate mistreatment or when the actions (either direct or indirect) of an individual or organisation fail to protect children from significant harm or adversely affects their physical, psychological and emotional development or wellbeing.”

Abuse can occur in any child/adult or child/child relationship and can involve more than one child. Child abuse can be categorised as physical, emotional, sexual or neglect. In many cases, children are subjected to a combination of abuse types. Child abuse can take place within any setting, for example via the internet and is just as serious whether occurring due to ignorance or as a deliberate act. The impact on the child is just the same.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school’s policy and procedures with respect to peer on peer abuse.

Staff must acknowledge their individual responsibilities to bring matters of concern to the attention of the child protection officer should they occur in the school setting. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation; these feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted. These children need someone like you to safeguard their welfare. It is recognised that whistle blowing can be difficult and stressful.

What to do if a child tells you they are the victim of abuse

There may be occasions when a vulnerable person discloses to you about abuse that she/he has suffered. In this situation you must remember that **it is not your job to investigate allegations**. The designated child protection lead will make the decision if and when to involve external organisations such as specialist police officers and social workers. It is important to follow West Hatch High School child protection policy and to liaise immediately with the designated child protection lead (Rob Tester or Mel Hall). If a student discloses to you:

It is important to

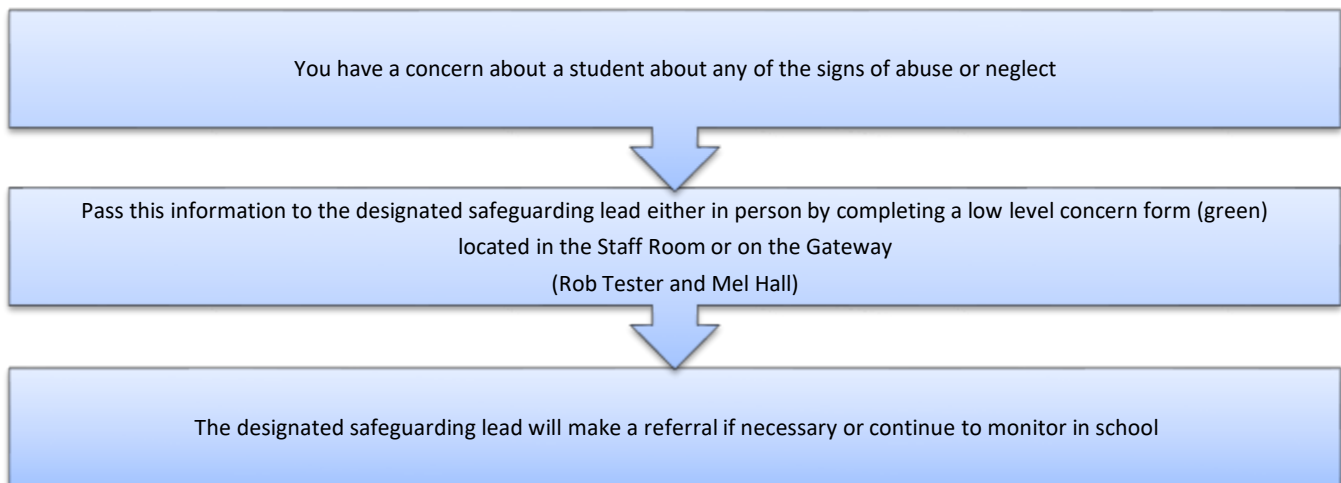
- not make any promises that you cannot keep**
- not agree to keep the information a secret**
- get emergency help if needed**
- remain calm, accessible and receptive
- listen carefully without interrupting
- communicate with the child in a way that is appropriate to their age and understanding
- be aware of the non-verbal messages you are giving
- make it clear that you are taking them seriously
- acknowledge their courage and reassure them that they are right to tell
- reassure them that they should not feel guilty
- let them know that you are going to do everything you can to help them and what may happen as a result
- make a note of what was said and who was present, using the child's actual words wherever possible.

Do not:

- ask leading questions or put words in to the child's mouth**
- allow your shock or distaste to show
- probe for more information than the child offers

- speculate or make assumptions
- physically examine the child or young adult or remove, look under or
- open a child's/young adult's clothes
- make any comments about the alleged abuser

Action when a child has suffered or is likely to suffer harm



If the situation does not appear to improve please press for reconsideration.

Low level concern forms can be found in the staff or completed via behaviour watch.

If the designated safeguarding leads are not available then please refer to Dan Leonard or Anthony Sinfield.

If additional advice is required and the safeguarding leads are not available please contact the child protection hub number. This number is also to be used to seek guidance about whether it is appropriate to contact parents.

Types and Signs of Child Abuse

Physical Abuse is the ill treatment of a child or young person, which may or may not cause injury or discomfort but which will affect the health, emotions, well-being or development of the child.

	Symptoms
Physical abuse may involve	hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child a parent or carer fabricating the symptoms of, or deliberately inducing, illness in a child.
Physical signs include	<ul style="list-style-type: none"> - Injuries which the child cannot explain, or that cannot be fully explained. - Injuries that have not been treated or have been treated inappropriately. - Injuries which are in different stages of healing. - Unexplained bruising and or cuts on face, lips, mouth, chest, arms, back, buttocks or thighs. - Clusters of injuries with regular patterns or reflecting the shape of an implement. - Marks on the body including, hand, finger or bite marks. - Fractures that are inconsistent with the child's developmental stage. - Burns and scalds affecting unusual areas of the body such as the back, shoulders, buttocks and soles of the feet, which could have been caused by hot water, friction, cigarettes and electrical appliances.
Emotional/behavioural signs include	<ul style="list-style-type: none"> - A wariness of adult contact. - Flinching when approached or touched unexpectedly. - Reluctance to have their parents contacted for further clarification of Injuries and / or reluctance to go home at the end of the school day. - Attention seeking / aggressive behaviour or severe temper outbursts. - Poor attendance record. - Reluctance to get undressed for sporting or other activities. - The covering of arms and legs even when hot. - Reluctance to leave the security of the classroom at break times. - Depression or moods which are out of character with the child's general behaviour. - Withdrawal or an unnatural compliance with others.

Emotional Abuse is the persistent emotional maltreatment of a child causing severe and persistent adverse effects on the child's emotional development.

	Symptoms
Emotional abuse may involve	<p>Conveying to a child that they are worthless or unloved, inadequate, or valued only because they meet the needs of another person.</p> <p>Imposing expectations that are inappropriate to the age or development of the child - eg, over-protecting the child, limiting their exploration and learning, preventing them from taking part in normal social interaction.</p> <p>Seeing or hearing the ill-treatment of someone else serious bullying which causes the child frequently to feel frightened or in danger.</p>

	<p>Overuse of inappropriate language. Shouting and developing a culture of fear and rejection. Exploitation or corruption.</p> <p>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.</p>
Physical signs include	<ul style="list-style-type: none"> - A failure to grow or to thrive, particularly if the child thrives when away from home. - Sudden speech disorders, headaches, changes in appetite and possible loss of bladder control. - A delayed development, either physical or emotional.
Emotional/behavioural signs include	<ul style="list-style-type: none"> - Compulsive nervous behaviour or obsessive compulsive behaviour. - An unwillingness or inability to play with others. - An excessive fear of making mistakes. - Depression and suicidal tendencies. - Reluctance to have parents contacted. - An excessive deference towards others, especially adults. - An excessive lack of confidence. - An excessive need for approval, attention and affection. - An inability to cope with praise.

Neglect is the persistent failure, whether intentional or unintentional, to meet a child’s basic physical and or psychological needs resulting in the serious impairment of the child’s health or development. It is also the failure to intervene in dangerous situations.

	Symptoms
Neglect may involve a parent or a carer failing to	<p>Provide adequate food, clothing and shelter – such as excluding the child from home or abandoning them. Protect a child from physical and emotional harm or danger. Ensure adequate supervision, including the use of inadequate care-givers provide a structured and caring environment. Ensure access to appropriate medical care or treatment. Give encouragement to develop and grow.</p> <p>Neglect may occur during pregnancy as a result on maternal substance abuse.</p> <p>It may also include neglect of, or unresponsiveness to a child’s basic emotional needs</p>
Physical signs include	<ul style="list-style-type: none"> - being constantly hungry and sometimes stealing food from others - failure to thrive - loss of weight or being constantly underweight

	<ul style="list-style-type: none"> - obesity - unkempt appearance, and frequently dirty or smelly - poor hygiene - being dressed inappropriately for the weather conditions - untreated medical conditions
<p>Emotional/behavioural signs include</p>	<ul style="list-style-type: none"> - lethargic - frequently missing school or being late - failing to keep hospital or medical appointments - having few friends - being left alone or unsupervised on a regular basis - compulsive stealing or scavenging, especially of food. - abuse of alcohol and or drugs - seeking inappropriate affection and attention - appearing to take on adult responsibilities - poor communication skills - defensive and temperamental behaviour

Sexual Abuse

Sexual abuse is classified as when a child or young person is pressurised, forced, or tricked into taking part in any type of sexual activity including prostitution with an adult or young person, irrespective of whether the child is aware of what is happening.

	Symptoms
Sexual abuse may involve	<p>Physical contact, including penetrative or non-penetrative acts.</p> <p>Non-contact activities, such as involving children in looking at or producing sexual, online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.</p> <p>Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p>
Physical signs include	<ul style="list-style-type: none"> - Pain, itching, bruising or bleeding in the genital or anal areas. - Any sexually transmitted disease. - Pregnancy. - Recurrent genital discharge or urinary infections without apparent cause. - Stained or bloody underwear. - Excessive masturbation/rubbing against objects (this can be exhibited by both male and female students). - stomach pains or discomfort when the child is walking or sitting down. - Presence of 'love bites'.
Emotional/behavioural signs include:	<ul style="list-style-type: none"> - Sudden or unexplained changes in behaviour. - An apparent fear of adult contact. - Running away. - Self-harm, self-mutilation or attempts at suicide. - Abuse of drugs or other substances. - Eating problems such as anorexia or bulimia. - Poor physical and social development. - Sexualised behaviour or knowledge in young children. - Sexual drawings or inappropriate language. - Possession of unexplained amounts of money. - Not being allowed to have friends (particularly in adolescence). - Alluding to secrets which they cannot reveal.

Sexting

If a pupil asks to show you something on their mobile phone there are a number of steps you can take to safeguard the pupil and yourself. You will need to:

- ask the pupil what is the nature of the information they wish to share. If at this point they mention something that alerts you to be concerned you must explain that they cannot look at this and will be passing this on to someone else.
- complete a green referral form or, based on your level of concern, discuss it with one of the Child Protection Leads.

CSE (Child sexual exploitation) is a form of sexual abuse in which a young person is manipulated or forced into taking part in a sexual act, often in return for attention, affection, money, drugs, alcohol or accommodation. The child may think their abuser is their friend, but the abuser might physically or verbally threaten them and be violent towards. The abuser might control and manipulate them and try to isolate them from friends and family. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation.

	Symptoms
Signs include	<ul style="list-style-type: none"> - going missing or other unexplained absences. - regularly truanting or not attending school. - becoming disengaged from family and usual friends. - having new and unexplained possessions or money, particularly mobile phones. - having unexplained contacts in phones, keeping paper lists of numbers or having 'white wall' (no profile picture etc) facebook pages or pages featuring unknown adults. - associating with other children identified as involved in or at risk of CSE. - having older partners or being found in unusual circumstances with older men. - suffering from sexually transmitted diseases or showing signs of physical injury. - mood swings or changes in emotional wellbeing, secretive behaviour at home. - drug or alcohol misuse. - being picked up or dropped off in cars by unknown adults. - increased offending.

Honour Based Violence

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. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant

communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

FGM (Female genital mutilation) is procedures involving the partial or total removal of the external female genitalia or any other injury to the female genital organs for non medical reasons. **The Female Genital Mutilation Act of 2003** makes it illegal to practice FGM in the UK, makes it illegal to take girls who are British nationals or permanent residents of the UK abroad for FGM whether or not it is lawful in that country. It has a penalty of up to 14 years in prison and/or a fine.

	Symptoms
FGM may involve	There are 4 known types of FGM, ranging from a symbolic prick to the clitoris or prepuce to the fairly extensive removal and narrowing of the vagina opening.
Physical signs include	<ul style="list-style-type: none"> - bladder or menstrual problems - difficulty to sit still and look uncomfortable, or may complain about pain between their legs - severe pain - shock - bleeding - wound infections, including tetanus and gangrene - inability to urinate
Emotional/behavioural signs include	<ul style="list-style-type: none"> - knowing both that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday. - arranging vaccinations or planning absence from school. - may also talk about a special procedure/ceremony that is going to take place.

We fully comply with Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) which places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

It is your responsibility to report suspected FGM cases directly to the Police as well as informing the Child Protection Officer.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Radicalisation and Extremism

“Extremism” may be characterised by a simplified world views and enemy images, where certain groups or social conditions are seen to constitute a threat. A lack of respect for other people’s freedom and rights. The desire to create a more “orderly”, “pure” or “just” society – if necessary, through undemocratic means. Legitimising or using threats, pressure, harassment, vandalism, violence or terror, with reference to conditions in society that one finds unsatisfactory. Intolerance towards the viewpoints of others.

“Radicalisation” includes the following behaviours. That a person accepts the ideas and methods of extremism, and eventually joins its organised groups. That the person cuts off normal social relations outside the group, for instance the relations to friends and leisure activities. A “de-humanisation” takes place, whereby those you consider as your enemies are no longer seen as fellow human beings, which again contributes to legitimising acts of violence.

	Symptoms
Signs include	<ul style="list-style-type: none"> - the young person shows an interest in websites, literature or films with violent/extremist contents. - the young person is involved in events that give cause for concern, such as violent clashes or meetings where extremist messages are disseminated. - the young person makes use of totalitarian symbols, for instance through his or her way of dressing, or through tattoos or posters in his or her room. - the young person is involved in violent or criminal acts, or displays other forms of serious risk behaviour. - the young person expresses intolerance towards other people’s viewpoints, rejects democratic principles or moralises and seeks to impose his or her convictions on others. - the young person is preoccupied with conspiracy theories, simplified enemy images and expresses hatred towards specific groups, whether it is “Jews”, “Muslims”, “Capitalists”, “Immigrants”, “Homosexuals” or others. - the young person advocates “absolute solutions”, such as the eradication of a certain group of people or the bombing of specific targets. - The young person seeks to legitimise such views by expressing indignation over conditions in society or the world. - the young person is isolated or in conflict with his or her family. - the young person makes new friends and has affiliations with persons or groups that give cause for concern, possibly persons who are known for criminal behaviour or extremist views. - the young person has severed his or her relations to existing friends and given up leisure activities.

Prevention

As a school will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

As a school we have strong links with Prevent and should we receive any referrals of a terrorism of radicalisation nature we would contact them immediately.

Staff Guidance on Staying Safe

There are a number of aspects of working in a school environment that staff need to consider in order to ensure they keep themselves safe. Following are a number of things to take into account:

Propriety and Behaviour:

The General Teaching Council for England's (GTCE) Code of Professional Values and Practice, which is now embodied within the standards for Qualified Teacher Status, recognises that "Teachers support the place of the school in the community and appreciate the importance of their own professional status in society. They recognise that professionalism involves using judgement over appropriate standards of personal behaviour".

This means that adults should not:

- Make sexual remarks to, or about, a pupil*
- Discuss their own sexual relationships with or in the presence of pupils*
- Discuss a pupil's sexual relationships in inappropriate settings or contexts*
- Make (or encourages others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such*

Dress and Appearance:

A person's dress and appearance are matters of personal choice and self-expression. However staff should consider the manner of dress and appearance appropriate to their professional role which may be different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and

appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered an inappropriate could render themselves vulnerable to criticism or allegation.

This means that adults should wear clothing which:

- Promotes a positive and professional image
- 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

Infatuations:

Staff need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a heterosexual or homosexual infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned. Staff should also be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff.

A member of staff, who becomes aware that a pupil may be infatuated with themselves or a colleague, should discuss this at the earliest opportunity with a senior colleague so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned.

This means that adults should:

- Report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff

Social Contact:

Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued as grooming.

This also applies to social contacts made through outside interests or the staff member's own family.

This means that adults should:

- Always approve any planned social contact with pupils or parents with senior colleagues, for example when it is part of a reward scheme or pastoral care programme
- Advise senior management of any social contact they have with a pupil which may give rise to concern

- Report and record any situation, which they feel might compromise the school or their own professional standing
- Refrain from sending personal communication to pupils e.g. letters and cards unless agreed with senior managers and within the scope of school policies

Communication with Pupils using Technology:

Communication with children and adults, by whatever method, should take place within professional boundaries and staff should avoid any personal subject matter. This includes the wider use of technology such as mobile phones, text messaging, email, digital cameras, videos, web-cams, Facebook, Twitter and blogs.

Adults should be circumspect in their communications with children so as to avoid, any possible misinterpretation of their motives or any behaviour which could be construed as grooming. Staff should not give their personal contact details to pupils including email, home or mobile numbers unless the need to do so is agreed with senior management. Internal email systems should only be used in accordance with school policy. Staff should in any communication with pupils, also follow the guidance in section 'Propriety and Behaviour'.

This means that adults should:

- Only use equipment provided by school to communicate with children
- Only made contact with children for professional reasons and in accordance with any school policy
- Recognise that text messaging pupils 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.

This means that school should:

- Ensure that, when it is considered necessary for staff to use equipment to communicate with pupils, this is provided by the school.

As a school we deliver annual Social Media training to all new staff and as an optional refresher for existing members of staff.

Physical Contact:

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and will in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools will occur most often with younger pupils.

It is not possible to be specific, about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should therefore, use their professional judgement at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible in the school's incident book and, if appropriate, a copy placed on the child's file.

This means that 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 explain actions and accept that all physical contact be open to scrutiny*
- Never indulge in horseplay, tickling or fun fights*
- Always encourage children, where possible, to undertake self-care tasks independently*

This means that schools should:

- Ensure they have a system in place for recording incidents and the means by which information about incidents and outcomes can be easily accessed by senior management*
- Provide staff, on a 'need to know' basis, with relevant information about vulnerable pupils in their care*
- Make staff aware of the DfES guidance in respect of physical contact with pupils and meeting medical needs of children and young people in school.*

Pupils in Distress:

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance she/he should seek further advice from a senior manager.

This means that adults should:

- Consider the way in which they offer comfort to a distressed pupil*

- Always tell a colleague when and how they offered comfort to a distressed child*
- Record situations which may give rise to concern*

Sexual Contact:

Any sexual behaviour by a member of staff with or towards a child or young person is both inappropriate and illegal. Children and young people are protected by the same laws as adults in relation to non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material. 'Working Together to Safeguard Children' defines sexual abuse as 'forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening'.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

More detailed guidance is available in the joint NEOST/Union Guidance on Preventing Abuse of Trust and Sexual Offences Act 2003.

This means that adults should:

- Not pursue sexual relationships with children and young people either in or out of school*
- Avoid 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.*

Transporting Children and Young People:

In certain situations e.g. out of school activities, staff or volunteers may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort.

The means that adults should:

- Plan and agree arrangements with all parties in advance, responding sensitively and flexibility to disagreements*
- Ensure that they are alone with a child for the minimum time possible*
- Be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer*
- Report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures*

- Ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safely*
- Take into account any specific needs that the child may have*

Working with pupils:

PE staff are advised not to be in the same room as pupils when they are changing but close enough to listen so that pupils are safe.

When working one to one with a pupils staff must make sure that doors are kept open if there is no windows. Sit opposite the pupil. If any inappropriate behaviour from the child occurs then the session must be ended immediately stating why and this is reported straight away to the designated leads.

Overnight stays:

When taking students on overnight stays a number of safety measure must be taken. These include but are not limited to:

- Girls and boys sleep in separate rooms. Strict policy to ensure that no mixed gender rooms after lights out. Regular checking by staff to make sure this rule is adhered to
- There is a designated trip leader who is responsible for the safety of children at all times. Contact details of this individual are released to parents.

WEST HATCH HIGH SCHOOL

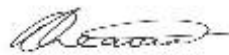


THE BEST THAT I CAN BE

Sexting Guidance

Policy reviewed October 2017

Signed



How do we raise awareness about sexting and the dangers of sexting with pupil?

As soon as pupils join us in Y7 we run an hour long session provided by CEOP on the dangers of sexting to raise awareness of these issues.

We have a follow up session in Y8 again using resources provided by CEOP.

With our older pupils we run 'reality roadshows' during PSHE sessions, 'Stay safe' assemblies delivered by PE staff and additional sessions by CEOP.

In PSHE pupils are made aware of the dangers and all staff are clear on who to pass concerns to as are pupils.

How do we raise awareness about sexting and the dangers of sexting with parents?

We regularly send out parent mails giving parents information about these dangers and how to monitor pupil's use of social media.

We outline the dangers and encourage parents to monitor during parent information evenings. We make it very clear to parents that as a school we discourage parents from allowing pupils to have social media platforms.

We work with parents to educate them, particularly pupils we feel are vulnerable, through parents meetings and our website.

How do we deal with pupil disclosures?

If a pupil asks to show a staff member something on their mobile phone there are a number of steps the staff member can take to safeguard the pupil/s and themselves. The staff member will:

- ask pupil what is the nature of the information they wish to share. If at this point they mention something that alerts the member of staff to be concerned the member of staff must explain that they cannot look at this and will be passing this on to someone else.
- complete a green referral form or based on their level of concern come and discuss with one of the child protection leads.

The child protection leads at this stage may ask to see the pupil or may make a social care referral/ pass on to school police officer.

If the child protection lead meets with the pupil on a matter that they suspect involves sexting there must be two members of staff present. Be mindful that students may feel more comfortable discussing this matter with members of staff of the same gender, however there must always be one of the child protection leads present at the time.

The pupil may show the staff present any relevant messages, images or video. This evidence is not to be shared or saved by the staff present. At this point the electronic device maybe confiscated and passed to the police if appropriate. Further guidance about removal of information is sort from external agencies.

Pupils are then made aware of possible implications of actions and where appropriate sanctions given. Counselling other support is also offered.

How do we sanction pupils who engage in sexting?

As a school we have an exclusion tariff that acts as guidance to set appropriate sanction to pupils for poor behaviour. This is to make sure we are consistent in our actions. However this is only a guidance and each case is considered individually. We also take into account if this is a repeat offence.

<u>Sexual behaviour</u>	
Sharing of sexual explicit videos or pictures	2 - 3 (e)
<u>E- bullying</u>	
Posting nasty words	1 – 2 (i)
Posting threatening words	2 – 3 (I)
Posting inappropriate pictures or video	2 (e)
Taking an inappropriate picture	2 (e)
Taking an inappropriate video	2 (e)

We also work closely with the schools police officer for this area to seek guidance on issues and ask for his assistance in certain matters when we feel it is appropriate.