

Child Protection Policy (November 2017)

Park Community School

Adopted by Park Community Ventures (Charity No. 1134562) and Park Community Enterprises Limited (Registered No. 8519328)

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

The policy is provided to all staff and should be read in conjunction with the following policies:

- Safeguarding Policy
- Prevention of Extremism and Radicalisation Policy
- Behaviour Policy
- Equality Policy
- E-Safety Policy
- Staff Code of Conduct
- Use of Reasonable Force Policy
- Whistle-blowing Policy

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Introduction

Park Community School recognises its prime responsibility is to promote and safeguard the welfare of its children. Children have a right to feel secure and cannot learn effectively unless they do so. Parents, carers and other people can harm children either by direct acts, failure to provide proper care or both. Children may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse.

All children have a right to be protected from abuse.

The aim of our procedures will be, once abuse is suspected, to minimise damage to the child and promote recovery. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Social Care or the Police, without notifying parents.

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

- Raising awareness of child protection issues 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.
- Supporting students who have been abused in accordance with his / her agreed child protection plan.

We recognise that because of their 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 whom they can approach if they are worried.
- Include opportunities in the Personal Development curriculum for children to develop the skills they need to recognise and stay safe from abuse.

The governing body's designated senior member of staff with responsibility for child protection, the previously called Child Protection Liaison Officer (CPLO), is called the Designated Safeguarding Lead (DSL).

Review history: Agreed S&P Committee 8/3/10; Approved FGB 17/3/10; Approved FGB 06/07/11 for addition of Appendices 5 & 6; Updated 07/10/11 and 05/07/12 for additional CPLO details; Updated 01/11/13; Updated 06/05/14; Approved by governors 12/05/14; updated 09/03/2015 for School Nurse and Safeguarding Governor details; Approved by governors 20/05/15 for The Right to Search a Student, Confiscation and Screening (new Appendix 1), additional Deputy DSL and School Nurse details. Approved by governors 20/1/16 for inclusion of Child Sexual Exploitation and SERAF, reference to Prevent Policy, and additional DSL. Amended July 2016 for DSL names only; Revised September 2016 in accordance with KCSiE 2016 guidance. Revised November 2017 following HCSB safeguarding audit 21 11 17.

We will ensure that this policy is reviewed annually in line with procedures and guidance

Approved by Governors on: 22 November 2017

Reviewed: November 2017

Next review: September 2018

What the school will do to follow procedures set out by Local Safeguarding Children's Boards and Guidance issued by Department for Education (DFE)

Specifically the school will:

Follow the procedures set out by the Local Safeguarding Children's Boards (LSCB) and the Local Authority (LA) and take account of guidance issued by the DFE to:

- Ensure that the Governing Body understand their responsibilities under S.175 of the Education Act 2002.
- Ensure we have a DSL for child protection who has received appropriate training and support for this role.
- Ensure every member of staff, volunteer and governor knows the name of the DSL responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL responsible for child protection.
- Ensure that every member of staff, volunteer and governor receives appropriate levels of training to fulfil their child protection responsibilities effectively and to accord with the requirements with 'Safeguarding Children & Safer Recruitment in Education' guidance
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and by providing information for parents.
- Notify the allocated Social Worker if there is an unexplained absence of more than two days of a student who is on the child protection register. (Has a Children's Plan)
- Notify the allocated social worker if a child who is looked after, has any unauthorised absence.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance at Child Protection Case Conferences.
- Ensure written records are kept securely and separately from the main student file and in locked locations.

Some areas, such as Health and Safety, are a specialist area of safeguarding and a separate lead for this area is in place in the school.

Key Personnel and their Responsibilities

Designated Safeguarding Lead (DSL)

At this school, the DSLs are **Soo Bannard (KS3)** and **Rachel Dare (KS4)**. They are the persons to whom all cases should be referred.

Laura Hamson (Deputy DSL) will deputise in their absence.

The nominated Safeguarding governor is – **Barney Barron**

If at any point there is a risk of immediate serious harm anybody can make a referral to Childrens Services. Phone - 01329 225379 or the Police. See Useful Telephone numbers (page 25) for other emergency and out of hours contact numbers.

With any referral inform the DSL at the earliest convenience.

The DSL

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with updates every two years or as they occur
- acts as a source of support and expertise to the school community
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs and young carers
- has a working knowledge of LSCB procedures
- has an understanding of locally agreed processes for providing early help and intervention
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the student'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
- where children leave the school, ensures the child protection file is copied for any new school as soon as possible but transferred separately from the main student file
- 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 including the LSCB
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy is regularly reviewed and updated annually
- liaises with the nominated governor and headteacher (where the role is not carried out by the headteacher) as appropriate
- keeps a record of staff attendance at child protection training
- makes the child protection policy available publicly, on the school's website or by other means
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made
- works with the headteacher to ensure cases concerning a member of staff are referred appropriately to the Local Authority Designated Officer (LADO) and/or the Disclosure and Barring Service (DBS)
- ensures whole school training occurs annually (KCSiE 2016)
- Ensure new members of staff receive induction prior to commencement of contract

The deputy DSL is appropriately trained and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

The governing body ensures that the school:

- appoints a DSL 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
- ensures that the DSL role is explicit in the role holder's job description
- has a child protection policy and procedures, including a staff code of conduct, that are consistent with LSCB and statutory requirements, reviewed annually and made available publicly on the school's website or by other means
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the headteacher and allegations against other children
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children
- develops a training strategy that ensures all staff, including the headteacher, receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB. The DSL receives refresher training at two-yearly intervals, or as changes occur
- ensures that all temporary staff and volunteers are made aware of the school's arrangements for child protection
- ensures that the school contributes to inter agency working and plans
- provides a coordinated offer of early help when additional needs of children are identified
- considers how students may be taught about safeguarding, including online as part of a broad and balanced curriculum.

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.

It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures are in accordance with the LSCB and national guidance.

An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

The headteacher:

- ensures that the child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of students 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 whistle blowing procedures
- ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- liaises with the Local Authority Designated Officer where an allegation is made against a member of staff
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Have a working knowledge of how the Local Safeguarding Children's Board operates the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy especially new or part time staff who may work with different educational establishments.
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise.
- Be able to keep detailed accurate secure written records of referrals/concerns.
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- Ensure the establishments child protection policy is updated and reviewed annually and work with the governing body regarding this.
- Ensure parents see copies of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later.
- Where children leave the establishment ensures their child protection file is copied for new establishment as soon as possible but transferred separately from main student file.
- If a child leaves and the new school is not known, the DFE should be alerted so that these children can be included on the database for lost students.

Confidentiality

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'.
- All staff are aware that they cannot promise a child to keep a disclosure confidential.

Legal Context

- Section 175 (maintained schools) or section 157 (independent schools and academies) of the education act 2002.
- Childrens act 2004 & 1989
- Guidance
 - Hampshire safeguarding children board [protocols and guidance](#) and their [procedures](#)
 - Working together to safeguard children 2015
 - Keeping children safe in education 2016
 - Disqualification under the childcare act 2006 (2015)

Child Protection Procedures

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and parent, the interests of the child must be paramount.

If a member of staff suspects abuse, e.g. through physical injury, they must:

1. Inform the DSL immediately or, not available, the Headteacher or Deputy DSL
2. The DSL/Headteacher must decide whether or not there are sufficient grounds for suspecting significant harm. If so they must contact Social Care and make a clear statement of:
 - The known facts
 - Any suspicions or allegations
 - Whether or not there has been any contact with the child's family

If the DSL feels unsure about what the child has said or what has been said she can phone Social Care to discuss concerns. To do so will not constitute a child abuse referral and may well help to clarify a situation.

3. The DSL/Headteacher should inform the Education Welfare team manager
4. Staff should make an accurate record (which may be used in any subsequent court proceedings), within 24 hours of the disclosure, of all that has happened, including details of:
 - What they have observed and when.
 - Injuries.
 - Times when any observations / discussions took place.
 - Explanations given by the child / adult.
5. If a child is in immediate danger, the police will be informed and can take immediate protective action. If it is believed that the child is in imminent danger urgent advice should be sought from social care and or the police. The child can be kept in school if advised to do so by these agencies. The parent should be informed and a decision should be made with social care /police about who should do this.
6. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement to making a referral to Social Care if necessary. However, in accordance with DFE guidance, this will only be done when this will not place the child at increased risk. The child's views should also be taken into account.

Where there are doubts or reservations about involving the child's family, the DSL should clarify with Social Care or the Police whether, and if so when and by whom, the parents should be told about the referral. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the DSL should help the parents understand that a referral is in the interests of the child and that the school will be involved in the S 47 enquiry as per the Children Act 1989, or a police investigation.

7. When a student is in need of *urgent* medical attention and there is suspicion of abuse the Headteacher /DSL / School Nurse or Home/school Liaison Officer should take the child to the Accident & Emergency Unit at the nearest hospital, having first notified Social Care and sought advice about what action Social Care and/or the police will take and who and how the parents will be informed, remembering that parents should normally be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical

examination should be delayed until Social Care and the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. There must at all times be a responsible adult with the child, whether from school, Social Care or the police, if the parents are not included.

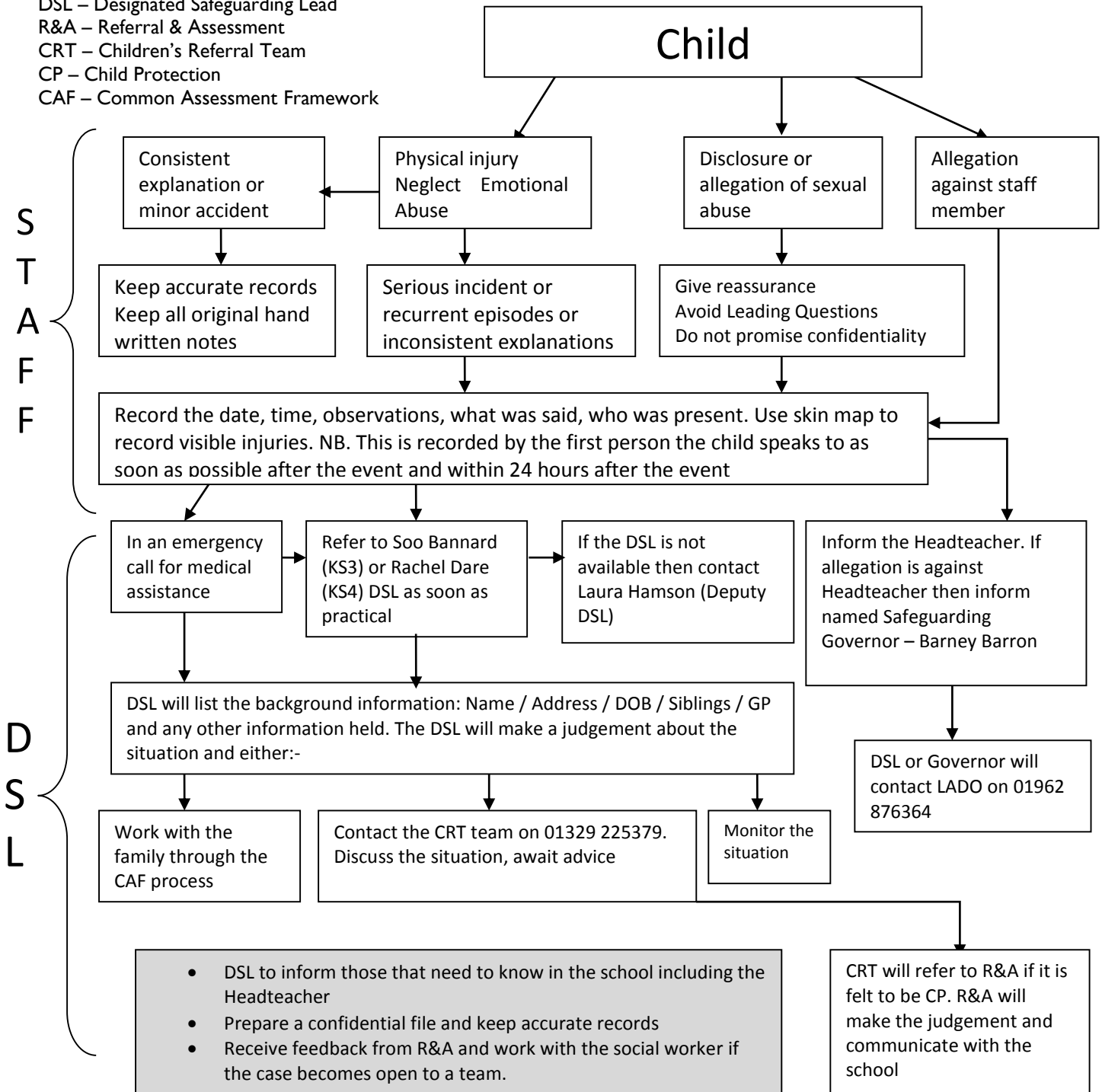
Flowchart for Child Protection Procedures

Available to all teaching / non-teaching staff

These procedures are intended to ensure that appropriate action is taken immediately where it is suspected or alleged that a child is being abused.

In all situations do not promise confidentiality

DSL – Designated Safeguarding Lead
 R&A – Referral & Assessment
 CRT – Children’s Referral Team
 CP – Child Protection
 CAF – Common Assessment Framework



Child Protection Referral Form

Name:	DOB:	Year:	Mentor:
Completed by:	Date of completion:	Time of completion:	

Date:	Concern raised:
Name of person raising concern:	
Signature of person raising concern:	

Please return completed forms to:

Y6 (Transition), Y7, Y8 – Soo Bannard (KS3 DSL) Y9, Y10, Y11 – Rachel Dare (KS4 DSL)
In the absence of Soo and Rachel, pass form to Laura Hamson (Deputy DSL)

Child Protection Referral Form (continued)

Date:	Action taken:
Name of person taking action:	
Signature of person taking action:	

Dealing with Disclosures

If a child volunteers information about abuse to a member of staff, it may be done obliquely, rather than directly, e.g. through 'think books', role play etc. The role of the member of staff or volunteer hearing this is to listen but not undertake an investigation of the potential abuse. That is the role of the child protection agencies

When a child confides in you

Things you should do:

- Give the child undivided attention;
- Show concern, support and warmth but don't show emotions, distress or negative reaction; be re-assuring (you can say 'that must have been sad/hard for you'; 'it's right to tell someone because you need help' 'ask if the child has told his/her parents if the alleged abuse is outside the home or the other parent if one parent is implicated)
- Listen carefully;
- Allow the child to tell what s/he wants to say but do not ask unnecessary questions or details except to be clear that the child is indicating abuse or neglect. It is important to know what the child is saying and if the child is hurt or might be in need of medical attention
- Deal with the allegation in such a way that the child does not have to repeat the information to different people within the school; It is important to know if an incident has happened recently and whom the child is saying has hurt her/him
- Make careful records of what was said, straight away, record the time, date, place and people who were present, as well as what was said, using child's own language and colloquialisms.
- Negotiate getting help;
- Find help quickly;
- Do not malign the character of the alleged perpetrator.

Things you should not do:

- Jump to conclusions;
- Try to get the child to 'disclose';
- Ask for lots of details about the alleged event(s);
- Speculate or accuse anybody yourself;
- Make promises you can't keep, such as total confidentiality;
- Pre-empt or prejudice an investigation by leading the child with closed questions.

Questioning Skills

Closed Questions

Do
Did
Can
Would
Could
Are etc.

Open Questions

Tell mewhere
Who
Describe
How
What
When
Show me
Talk

Avoid using 'Why'? This can confuse a child and leads to feelings of guilt.

Initial Responses to child

Do say:

"Thank you for telling me"

"I am sorry it has happened to you"

"I am going to try and help you; This is what I plan on doing"

"It should not have happened"

"You are not to blame"

When you are returning to see the child:

What you will have done by then and / or who you will bring with you

Honestly what you believe may happen in the immediate future

Do not say:

'It will be all right soon'

Anything which you will not be able to fulfil

It is anybody's fault

Allegations against staff

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 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 students 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 the default option and alternatives to suspension will always be considered. 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 should be reported to the headteacher. Allegations against the headteacher should be reported to the chair of governors. Staff may also report their concerns directly to police or children's social care if they believe direct reporting is necessary to secure action

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education* (DFE, 2017).

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

In the event of an allegation or concern about a member of staff's conduct with a child, the matter should be raised with the Headteacher. If the allegation or concern is about the Headteacher then the matter should be raised with the Chair of Governors. In either event the Headteacher or Chair of Governors should discuss the matter with the LADO on 01962 876265. Allegations guidance should be attached

Managing allegations against other students

These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm.

Recognition of Child Abuse

Physical Abuse:

Physical abuse may involve hitting, shaking, throwing, poisoning 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 is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 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, though it may occur alone.

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 and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

A child repeatedly going missing from school is a potential indicator of abuse or neglect. The child could be at risk of abuse and neglect, including sexual abuse or exploitation.

Sexual Abuse:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery, or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Visiting/Temporary/Supply staff Child Protection information leaflet (including Welfare Concern Form)

Park Community School statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. 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 students 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 student 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
- make a disclosure to you

If you are concerned for a child's health, welfare or safety in any way you must speak to **Soo Bannard (KS3) and Rachel Dare (KS4)** before you leave the school site.

If they are unavailable, please refer to **Laura Hamson (Deputy DSL)**, or other senior members of staff, e.g. **Christopher Anders (Headteacher) or Susan Parish (School Business Manager)** before you leave the school site.

If you observe something please 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 DSL

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

You should complete a welfare concern form (attached) and hand it to the DSL or a senior member of staff before you leave the school site. Ask a senior member of staff if you would like help to complete the form.

Child Protection – Welfare Concern Form

Student Name: _____ **DOB:** _____

Mentor: _____ **Year Group:** _____

Completed by: _____ **Date:** _____ **Time of completion:** _____

Why are you concerned about this student?

Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the student leading questions or try to investigate the concern yourself

What have you observed and when?
(This relates to anything you have personally witnessed)

What have you been told and when?
(Write here anything you have been told by the student or any other person. Be clear about who has said what)

What have you heard and when?
(This may be third-party information that is relevant but as yet unsubstantiated)

If an allegation has been made, give any details you have about the alleged abuser

Signature of visiting member of staff: _____ Print name: _____

Please provide a contact number should we need to speak to you again about this concern: _____

Community Staff/Volunteer/Hirer Guidelines

Aim

Park Community School, Park Community Enterprises Limited and Park Community Ventures takes seriously its responsibility to protect and safeguard children using the school site, Apex Centre, Park Design & Print ('the unit') and the school's small-holding ('the farm').

We share a commitment to

- Provide adults whom children can approach for help when needed
- Recognise signs and symptoms of suspected abuse
- Have clear procedures and lines of communication
- Work closely with parents and other agencies
- Monitor children at risk
- Ensure that staff, hirers and volunteers are properly trained and supported
- Raise children's awareness and self-esteem
- Check the suitability of adults in care of or working with children

Sometimes allegations are made against adults. These will be investigated thoroughly and fairly. The following guidelines include advice about good practice intended to reduce the risk to children and to provide safeguards for supervising adults against unfounded allegations of abuse.

Guidance

1. All persons responsible for providing activities for children up to the age of 18 should be aware of the school's child protection procedures and guidance which is available from the school.
2. Members of local or national associations should conform to their advice about child protection (e.g. Football Association). Such community organisations usually provide model policies, helpful practical guidance and can often assist with disclosure applications to the Disclosure & Barring Service.
3. All user groups that have a child protection policy should provide the school with a copy.
4. A minimum of two adults should be supervising all activities with children and/or vulnerable adults and should be present throughout. There must be a male and a female for mixed gender groups. Leaders or persons responsible for the activities must ensure that children and vulnerable adults are always under the supervision of appropriately qualified persons, including certification from the Disclosure & Barring Service. Unqualified helpers should never be left to work alone or without supervision.
5. All organisations should comply with the current HCC or DfE advice with regard to the need to check the suitability of both staff and volunteers, as advised by the school.
6. The parents/carers of all children participating in activities should be asked to complete a consent form and provide any medical information and contact details for use in an emergency.
7. Any suspicions of child abuse or allegations against a member of staff, volunteer or other adult should be taken seriously and dealt with in line with existing procedures as advised by the Community Office. These should be reported to the Headteacher, the Community Manager, Facilities Manager or any other member of staff as advised by the community staff. Should Community Staff not be available at the time, the person suspecting abuse or receiving an

allegation against someone else should contact Social Services immediately for advice. Out of school hours, child protection referrals will be received by the out of hours Social Care Team, which may be contacted via the Police. Decisions about whether to inform parents/carers will be made by the Social Care Team. The Headteacher should be informed of any referral to Social Care Team as soon as possible after the event.

8. The person suspecting abuse or receiving an allegation against another person should make an accurate record including the known facts, any suspicions or allegations, the date and time of the incident, the names of any others involved and details of those informed. This record should be signed and dated.
9. All supervisors and helpers should be told:
 - Not to spend time alone with children away from another adult
 - Not to take children alone in cars or to their own home
 - Not to photograph or video children without the written consent of Parents/carers
 - Not to take photographic equipment, including mobile phones into any area where children will be in a state of undress
 - Not to use inappropriate or suggestive language
 - Not to touch children except as appropriate in some coaching/training situations.
10. Organisations are not to display publicity material at the School or circulate information about the group's activities to other parent/carers and children at the school without the prior approval of the Headteacher or Community Manager.

All persons hiring any school facility for the provision of activities for children will be required to sign an acknowledgement that these guidelines have been received and that they undertake to ensure that all supervisors and helpers are aware of them.

A hirer will also need to provide copies of their club accreditation, public liability insurance, copies of qualifications and DBS number and issue date.

“Do’s” and “Don’ts” of Working with Children

It is essential that all staff working in schools are conscious of how they should conduct themselves to minimise the risk of finding themselves as the subject of any child protection processes. The following is a summary of things to do and not to do when working with children.

DO:

- Read and follow the school’s child protection procedures
- Report to the DSL/Headteacher any concerns about child welfare/safety
- Report to the DSL/Headteacher any concerns about the conduct of other school staff/volunteers/contractors
- Record in writing all relevant incidents (See Welfare Concern Form – page 18)
- Work in an open and transparent way
- Discuss and report any incidents of concern or that might lead to concerns being raised about your conduct towards a child.
- Report to the Headteacher any incidents that suggest a student may be infatuated with you or taking an above normal interest in you.
- Dress appropriately for your role
- Only use e-mail contact with students via the school’s system
- Avoid unnecessary physical contact with children
- Ensure you understand the rules concerning physical restraint
- Where physical contact is essential for educational or safety reasons, gain student’s permission for that contact wherever possible.
- Allow children to change clothes with levels of respect and privacy appropriate to their age, gender, culture and circumstances.
- Use humour to defuse difficult situations
- Avoid working in one-to-one situations with children
- Avoid volunteering to house children overnight
- Ensure that areas of the curriculum that may involve sexually explicit information are taught in accordance with school policies
- Be careful about recording images of children and do this only when it is an approved educational activity.
- Contact your professional association or trade union if you are the subject of concerns or allegations of a child protection nature.
- Fully co-operate with any investigation into child protection issues in the school. Listen to students when they express concern (rumours) about staff which might appear to be just, and check facts v fiction.

DON’T:

- Take any action that would lead a reasonable person to question your motivation and/or intentions
- Misuse in any way your position of power and influence over children
- Use any confidential information about a child to intimidate, humiliate or embarrass a child
- Engage in activities out of school that might compromise your position within school
- Establish or seek to establish social contact with students outside of school
- Accept regular gifts from children
- Give personal gifts to children
- Communicate with students in inappropriate ways, including personal e-mails and mobile telephones.
- Pass your home address, phone number, e-mail address or other personal details to students/children.

- Make physical contact secretive
- Arrange to meet with students in closed rooms without senior staff being made aware of this in advance.
- Use physical punishment of any kind
- Confer special attention on one child unless this is part of an agreed school plan or policy
- Transport students in your own vehicle without prior management approval
- Take, publish or share images of students or other children without their parents' permission.
- Access abuse images (sometimes referred to as child pornography) or other inappropriate material
- Abuse your position of trust with students
- Allow boundaries to be unsafe in more informal settings such as trips out, out of school activities etc.

Child abuse – possible indicators

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree:

Sexual abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- Starting to wet again, day or night/nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Physical abuse

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')

- Fear of suspected abuser being contacted.

Emotional abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation (“I’m stupid, ugly, worthless, etc”)
- Over-reaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain (“I deserve this”)
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression
- Self-mutilation/suicide attempts, drug abuse, running away, lack of trust, eating disorders, arriving early, leaving late

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Destructive tendencies
- Absence from or lateness to school

Note:

A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

Useful Telephone Numbers

Key Personnel	Name (s)	Telephone No.
DSL (KS3)	Soo Bannard	
DSL (KS4)	Rachel Dare	
Deputy DSL	Laura Hamson	
Safeguarding Governor	Barney Barron	
School Medical Officer	Kerry Wells	
Hants Direct Professionals Line (for all referrals into social care)	Children's Referral Team	01329 225379
CAMHS Child and Adolescent Mental Health Services		02392 224560
Out of hours Social Care		0300 555 1373
Safeguarding Advisors / Local Authority Designated Officers LADO	Barbara Piddington (Eastern Area) Eric Skates (Western area) Mark Blackwell	HCC Safeguarding Unit 01962 876364
Childline		0800 11 11
Off the Record (Free Support Line)		0800 801 0724
NSPCC		0808 800 5000
Samaritans		08457 90 90 90
Police		101 or, in emergencies, 999