

Safeguarding Staff Guidance 2017





Safeguarding and Child Protection

At Sandy Upper School, the health, safety and well-being of every child is our top priority. We listen to our students and take seriously what they tell us. Our aim is that children will enjoy their time as students in this school. **If you are concerned about the safety or wellbeing of any child at Sandy Upper School, in their home, at school or anywhere else in the community, please speak to a member of staff.**

***Designated Safeguarding Lead
Miss K Hayward
(Principal)***

Extension 201

***Senior Safeguarding Officer
Mrs J Devereux
&
Deputy Safeguarding Officer
Mrs K Gaylor***

Extension 263 & 264

All staff, volunteers and visitors have a responsibility to take prompt action if they are concerned about the safety and welfare of a child.

What is safeguarding?

It might be difficult to accept, but every child can be hurt, put at risk of harm or abused, regardless of their age, gender, religion or ethnicity.

Safeguarding legislation and government guidance says that safeguarding means:

- protecting children from maltreatment
- preventing impairment of children's health or development ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children and young people to have the best outcomes

"For children who need additional help, every day matters... The actions taken by professionals to meet the needs of these children as early as possible can be critical to their future"

Working together to safeguard children (HM Government 2015)

Whilst working with children we are aware that there are many situations we all need to be aware of. These include:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse
- Bullying
- E-safety
- Attendance issues
- Family problems
- Problems contacting parents
- Child Sexual Exploitation (CSE)
- Behaviour changes
- Female Genital Mutilation (FGM)
- Radicalisation and extremism (Prevent)
- Drugs and alcohol
- Forced marriage

Abuse

Abuse is a form of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or guardian fabricates the symptoms of, or deliberately induces an illness in a child.

Sexual Abuse (including Child Sexual exploitation)

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. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Sexual abuse also includes sexual exploitation.

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology;
- Having unexplained contact with hotels, taxi companies or fast food outlets.

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 for example.

Once a child is born, neglect may involve a parent or guardian failing to:

- provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-takers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

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 over protection and the limitation of exploration and learning, or preventing a child in participating in normal social interaction.

It may involve seeing or hearing the ill treatment of another.

It may involve serious bullying causing children to frequently 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.

Female Genital Mutilation (FGM)

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18.

Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply. The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.

Safeguarding children who are vulnerable to extremism

Sandy Upper School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for Sandy Upper School is Karen Hayward.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding lead /SPOC.

Child Abuse – Signs and Symptoms

Signs of Physical Abuse

- Unexpected injuries or burns
- particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others

Signs of Sexual Abuse

- Sudden change in behaviour or school performance
- Displays of affection in a sexual way inappropriate to age
- Tendency to cling or need reassurance
- Depression or withdrawal
- Apparent secrecy
- Wetting day or night
- Sleep disturbance or nightmares
- Chronic illness, especially throat infections and venereal diseases
- Anorexia or bulimia

Signs of Emotional Abuse

- Unexplained pregnancy
- Physical, mental or emotional development lags
- Fear of undressing (e.g for sport)
- Phobias or panic attacks
- Regression to younger behaviour, such as thumb sucking, playing with discarded toys, acting like a baby.
- Complaints of genital itching or pain
- Distrust of a familiar adult or anxiety about being left with a relative, babysitter or lodger.
- Admission of punishment which appears excessive
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging
- Tendency to cling or need constant reassurance

Signs of neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non- attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavengin

Causes for Concern

- Disclosure
- Information from third party
- Significant changes in appearance and/or behaviour
- Extreme or unusual behaviours
- Sudden mood changes
- Inappropriate internet or social media activity

Confidentiality

- Never promise confidentiality to the child. This should be made clear to the child early on in a disclosure
- Information must be shared of all issues involving
 - Child protection
 - Drug misuse
 - Assault
 - Arson
 - Any other illegal activity

Information should be shared with the Designated Safeguarding Lead or Deputy Safeguarding Lead.

How to respond to disclosure

- Do listen carefully to what the child is saying;
- Do take the child's statement seriously;
- Do write down, as soon as you can, exactly what the child said;
- Do discuss with a designated adult as soon as possible;
- Do tell the child that you are going to pass on information and who to;
- Do tell the child they are good to tell;
- Do tell the child it is not their fault.

How not to respond to disclosure

- Do not panic
- Do not rush off and find someone else to listen
- Do not promise to keep things secret
- Do not lie to the child or say everything will be fine now they have told
- Do not make judgements of any kind about the abuser especially if a parent
- Do not ask lots of detailed questions
- Do not press a child for answers
- Do not make assumptions of how the child feels about their experience

Guidelines for self-protection

- Avoid any social contact with students including internet contact.
- One to one meetings should be held in an open/visible venue as far as possible.
- Inform another member of staff if holding an essentially private one to one meeting.
- Be aware of personal discussions.
- Do not share email address or personal phone numbers with students or parents.
- Email exchange with a student should always be via a school email address.

Physical restraint

Section 93 of the Education and Inspectors Act 2006 enable staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing an offense;
- Causing personal injury to or damage to the property, of any person (including the student);
- Prejudicing the maintenance of good order and discipline at the school;
- Hurting themselves or others;
- Preventing a student from attacking a member of staff or another student, or to stop a fight.

Using physical restraint should be avoided as far as possible with all other strategies having been exhausted first. Staff must then use discretion as to whether their intervening physically will diffuse the situation or prevent the situation escalating.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Power to search students without consent

The Principal has given authority to certain staff to conduct searches of students for the following prohibited items.

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules

Duty of Care

- The welfare of the child is paramount.
- All staff have a duty to keep young people safe and protect them from physical and emotional harm.
- All staff must take responsibility for their own actions and behaviour.
- Staff must not use their position and power for their own advantage and to a child's detriment.

This booklet should be read in conjunction with the following school policies.

- Safeguarding Children
- Behaviour
- Curriculum
- Equality Duty
- PSHE and Citizenship
- SEND
- Anti-bullying
- Attendance
- Student Leave of Absence
- ICT and E-Safety
- Staff Code of Conduct
- Acceptable use.