



# The Windsor Boys' School

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## Child Protection Policy

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# Child Protection, Safeguarding and Safer Recruitment Policy

## Approval:

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Date of Submission to Governing Body: October 2017

## Review:

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Review cycle: Annual

Date of review: September 2018

## Signatures:

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G Henderson (Headteacher) \_\_\_\_\_

K Chevis (Chair of Governors) \_\_\_\_\_

## Remit:

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Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children

## Safeguarding Members of Staff – Child Protection Team:

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**Designated Safeguarding Lead:** Mike Rooke

**Deputy Designated Safeguarding Leads:** Joy O'Neill, Gavin Henderson, Liz McDonnell and Tony Paul

**Nominated Child Protection Governor:** Barry Darvill

# Contents

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## Key Documents

### INTRODUCTION

#### Rationale

1. Overall Aims
2. Key Principles

### OPERATIONAL PROCEDURES

3. Expectations
4. Managing Disclosures
5. The Designated Safeguarding Lead
6. The Governing Body

### WORKING WITH OTHER AGENCIES TO PROTECT CHILDREN

7. Involving Parents/Carers
8. Working with External Agencies

### ROLE OF THE SCHOOL

9. The School's Role in the Prevention of Abuse
10. The School's Role in Supporting Pupils
11. A Safer School Culture
12. Responding to an Allegation Against a Member of Staff
13. Responding to an Allegation Against Other Children
13. Physical Intervention
14. Children with Additional Needs
15. Children with Medical Needs
16. Radicalisation
17. Children in Specific Circumstances:

## Appendix:

### Appendix 1 - DEFINITIONS AND INDICATORS OF ABUSE

1. Neglect
2. Physical Abuse
3. Sexual Abuse
4. Emotional Abuse
5. Responses from Parents

### Appendix 2 - SAFEGUARDING CUE CARD

### Appendix 3 - ALLEGATIONS AGAINST A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

## **Key Documents:**

This policy has been drawn up with reference to the following documentation:

The Windsor Boys' School will fulfil all local and national statutory responsibilities as laid out in the following documents:

- Keeping Children safe in education; Statutory guidance for schools and colleges (DfE 2016)
- Working Together to Safeguard Children (DfE 2015)
- The Education Act (2002 s175/s157)
- Dealing with Allegations of Abuse (DfE 2012)
- Prevent Strategy (HM Gov 2011)
- Equality Act (HM Gov 2010)
- What to do if you're worried a child is being abused (DfE 2006)
- Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies (DfE 2014)
- Children Act (2004)

Further documentation is contained in the appendix

Throughout this document, the following terms apply:

- 'The School' refers to The Windsor Boys' School
- 'Pupils' refers to any registered pupil attending the school, including those in the VI Form. The school recognises that safeguarding responsibilities also extend to pupils who are visiting the site, who may not be registered pupils
- 'Staff' – refers to all staff and volunteers
- 'Child Protection Team' – refers to the staff who have specific responsibilities for safeguarding, as named above
- 'Safeguarding' refers to protecting children from maltreatment, preventing impairment of children's health and development, ensure the children have the provision of safe and effective care and taking action to enable all children to have the best outcomes

## Introduction

### Rationale:

All children have a right not to be abused and to be protected from harm regardless of their race, religion, ethnicity, gender or sexuality. The schools policy is to safeguard and promote the welfare of pupils in our care.

Our objective is to help keep young people safe by:

- Considering at all times what is in the best interests of the child
- Providing a safe environment for young people to learn and be successful
- Identifying young people who are suffering or likely to suffer significant harm
- Taking appropriate action with the aim of making sure that they are kept safe both at home and at school
- Prevent unsuitable people from working in our environment

The Windsor Boys' School places the safety and welfare of all our pupils at the heart of the school's culture and ethos. This will be promoted by:

- establishing an ethos in school in which pupils feel safe and secure, their viewpoints are valued, they are encouraged to talk and are listened to
- a pastoral structure which provides support and guidance for pupils which matches their individual needs. This includes ensuring that pupils have a range of appropriate adults who they can approach if they are in difficulties
- to develop awareness in all staff of their responsibilities in identifying abuse, and taking a proactive role in the prevention of abuse. This includes recognising that safeguarding issues could arise at any point in the school day, term or year on-site, off-site, in school or at home. Staff must be alert to these issues at all times.
- ensuring that all staff are aware of the referral procedures within the school
- monitor children who have been identified as 'at risk'
- ensuring that the appropriate outside agencies are involved
- ensure that pupils are aware that they have a range of contacts and strategies for their own protection and understand the importance of protecting others
- working with parents to build an understanding of the school's responsibility to ensure the welfare of all pupils

## 1. Overall Aims

1.1 This policy will contribute to the prevention of abuse by:

- Clarifying standards of behaviour for staff and pupils
- Introducing appropriate work within the curriculum
- Developing staff awareness of the causes of abuse and making prompt referrals when abuse is suspected
- Encouraging students and parental participation in practice
- Addressing concerns at the earliest possible stage

1.2 This policy will contribute to the protection of our pupils by:

- Including appropriate work within the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils; parents and external agencies in identifying concerns, sharing information and taking prompt action.
- Referring to relevant government guidance when directing concerns about pupils in specific circumstances (e.g. pupils at risk from being drawn into extremism)
- Supporting the recruitment process to prevent unsuitable candidates being employed

## 2. Key Principles

2.1 These are the key principles of child protection work, as stated by Berkshire Local Safeguarding Children Board:

- **Child-centred** - The child should be spoken and listened to, and their wishes and feelings ascertained and taken into account (having regard to their age and understanding)
- **Rooted in child development** - safeguarding should be based on a clear assessment of the child's developmental progress and appropriate for the child's age and stage of development.
- **Focused on outcomes for children** - The purpose of all interventions should be to achieve the best possible outcomes for each child recognising each is unique.
- **Holistic in approach** - having an understanding of a child within the context of the child's family (parents or caregivers and the wider family)

and of the educational setting, community and culture in which he is growing up.

- **Ensuring equality of opportunity** - all children have the opportunity to achieve the best possible developmental outcomes, regardless of their gender, ability, race, ethnicity, circumstances or age.
- **Involving of children and families** - developing a co-operative working relationship
- **Building on strengths as well as identifying difficulties** - Identifying both strengths (including resilience and protective factors) and difficulties (including vulnerabilities and risk factors) within the child, his family and the context in which they are living.
- **Integrated in approach** – working together to safeguard and promote children's welfare
- **A continuing process not an event** – Support and assessments should be over a period of time, not a one-off event
- **Providing and reviewing services** - Action and services should be provided according to the identified needs of the child and family
- **Informed by evidence** - Decisions made on sound professional judgements which are based on evidence

## Operational Procedures

### 3. Expectations

- 3.1 All staff have a duty of care towards pupils. They should take every precaution to protect them from harm. This includes but is not limited to:
- 3.2 Deal with any disclosures calmly and within the guidance set out in this policy
- 3.3 Making a referral following a disclosure directly to the Designated Safeguarding Lead, Mike Rooke. In his absence, referrals should be made to Gavin Henderson, Ben Bausor, Liz McDonnell or Tony Paul
- 3.4 Provide a safe environment in which children can learn. For teaching staff, this sits within the teaching standards whereby pupils wellbeing should be safeguarded as part of their professional duties
- 3.5 To make professional judgements about behaviour when there is no specific guidance, in order to ensure the best interests and welfare of pupils. This will be deemed to be acting reasonably
- 3.6 Being judicious about what is said, their contact with pupils (both physically and through the use of social media) and their actions, which should always be within the professional remit of their role.

- 3.7 Staff should not establish social contact with pupils, or give personal details to pupils, unless this has been agreed by senior staff. Contact with pupils should be using the school systems. Staff should be aware of the potential safeguarding risks of using their mobile phone and the associated risks to themselves and to the pupil
- 3.8 Consider their own and pupils' vulnerability if holding meetings with individual pupils in office spaces and classrooms, particularly after school hours. (Staff should always let someone know that they are holding the meeting).
- 3.9 Report anything that makes them uncomfortable or concerned in any way.
- 3.10 Being discreet but never promise confidentiality, respecting a pupils' privacy.
- 3.11 Being subject to safer recruitment processes and checks whether they are new staff, supply staff, contractors, volunteers etc.
- 3.12 Completing school safeguarding training every academic year.
- 3.13 In addition to the expectations laid out in this policy, this should be considered in addition to the Staff Code of Conduct policy

**All staff need to be alert to the signs of abuse (physical, sexual, emotional, neglect) self-harm, pregnancy, concerns about possible 'forced' marriages, female genital mutilation, students at risk of being influenced by extremism/radicalisation and young carers at risk of socio-economic factors which may affect their development.**

#### **4 Managing Disclosures**

All staff should be aware that a pupil may make a disclosure to them at any time

- 4.1 If a pupil tells a member of staff about possible abuse his statements should not be dismissed or ignored. It should be made clear to pupils that confidentiality cannot be guaranteed with respect to child protection issues.
- 4.2 The safeguarding cue card in Appendix 2 outlines the key information for staff in managing a disclosure
- 4.3 A full record of conversations should be made. On hearing an allegation or complaint from a child the member of staff should limit their questioning to the minimum necessary for clarification. Leading questions should be avoided. The informant should be told that the matter will be referred, in confidence, to the Child Protection Team.

4.4 The school has an anti-bullying policy, which is separate to the child protection policy. However, incidents of bullying may be considered under child protection procedures. This includes all forms of bullying.

4.5 Staff should be aware that abuse may be perpetrated by a wide range of different people and peer on peer abuse can be a source of abuse and should be dealt with in line with the safeguarding procedures outlined in this document

4.6 Some pupils, particularly those with additional barriers such as SEN and Disabilities can make the identification of abuse more difficult, and staff should be aware of these factors

4.7 Racist incidents, either one-off or repeated may constitute a child-protection issue. All racist incidents are recorded and monitored

4.8 Child Protection Procedure checklist for staff. If:

- a child discloses abuse, or
- a member of staff suspects a child may have been abused, or
- a third party expresses concern
- a staff member witnesses an abusive situation involving another staff member
- a child reports persistent bullying

the member of staff should: **RECORD** and **REPORT**

**R** **Respond** without showing any signs of disquiet, anxiety or shock  
**E** **Enquire** casually about how an injury was sustained or why a child appears upset  
**C** **Confidentiality** must not be promised to children or adults in this situation  
**O** **Observe** carefully the demeanour or behaviour of the child  
**R** **Record** in detail what has been seen and heard  
**D** **Do not** interrogate or enter into detailed investigations: rather encourage the child to say what he wants until enough information is gained to decide whether or not a referral is appropriate.

Members of staff should not

- investigate suspected/alleged abuse themselves
- evaluate the grounds for concern
- seek or wait for proof
- discuss the matter with anyone other than headteacher/child protection team.

Then **REPORT** to the child protection team without delay.

## **5. The Designated Safeguarding Lead**

- 5.1 The Designated Safeguarding Lead on the Senior Leadership Team with lead responsibility, management oversight and accountability for child protection is Mike Rooke. This may be delegated on a day to day basis to Ben Bausor, Liz McDonnell or Tony Paul. The Headteacher, Gavin Henderson, will have ultimate responsibility for safeguarding
- 5.2 Along with the Headteacher and other designated staff, he is responsible for co-ordinating all safeguarding activity.
- 5.3 Where the school has concerns about a child, the nominated staff for safeguarding will meet to decide on the appropriate course of action. The Headteacher will be kept informed and up to date with the situation.
- 5.4 Child Protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the staff responsible for safeguarding feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. Information will only be given out on a strictly need to know basis
- 5.5 Child Protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child; the school will not keep family files. Files will be kept for at the least the period during which the child is attending the school, and beyond that in line with current data protection legislation.
- 5.6 Access to these records by staff other than by the staff responsible for child protection will be restricted.
- 5.7 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- 5.8 **No disclosure must be made to a parent if this would put the child at risk of significant harm.**
- 5.9 If a pupil moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature.
- 5.10 Transferring schools will forward child protection records to their new destination in their entirety and will not photocopy any documentation contained in the file. Contact between the two schools may be necessary, especially on transfer from primary to secondary schools. A record will be made of where, to whom and the date that records have been passed on.
- 5.11 If sending by post pupil records will be sent by “special/recorded delivery” for audit purposes a note of all student records transferred or received should be kept in either paper or electronic format. This will include the

child's name, date of birth, where and to whom the records have been sent, the date sent and/or received.

- 5.12 If a pupil is permanently excluded and moves to a pupil referral unit, child protection records will be forwarded on to the relevant organisation.
- 5.13 Where a vulnerable young person is moving to a further education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on. However, information sharing should be carried out in order to act in the best interests of the pupil
- 5.14 When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- 5.15 In exceptional circumstances when a face to face handover is unfeasible, the Headteacher will ensure that the new post holder is fully conversant with all procedures and case files.

## **6. The Governing Body**

- 6.1 The nominated child protection governor (Barry Darvill) is nominated annually.
- 6.2 The nominated governor is responsible for liaising with the Headteacher and Designated Safeguarding Lead (or nominated member of the child protection team) over all matters regarding child protection issues. The role is strategic rather than operational and will not be involved in concerns about individual students.
- 6.3 All information passed to the governing body will be anonymous, unless this is deemed to be appropriate given the particular circumstances of the case
- 6.4 The nominated governor will liaise with the Headteacher and the Designated Safeguarding Lead (or nominated member of the child protection team) to produce an annual report for the governing body.
- 6.5 The governing body and SLT will ensure that the school:
  - Has a child protection policy written in accordance with the current government child protection guidance, and ensure that there is a review of all child protection and safeguarding policies and procedures at least annually
  - Operates, "safer recruitment" procedures and ensures appropriate checks are carried out on all new staff and relevant volunteers
  - Has at least one senior member of the school's leadership team acting as a Designated Safeguarding Lead;

- Ensures that the child protection team attends appropriate refresher training every two years
- Ensures that the Headteacher and all other staff who work with children undertake training at yearly intervals
- Ensures that temporary staff, volunteers and visitors to the school are made aware of the school's arrangements for child protection and their responsibilities
- Remedies any deficiencies or weaknesses brought to its attention without delay
- Have procedures for dealing with allegations of abuse against staff/volunteers
- In the provision of extended school facilities, such as before and after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply
- Where services or activities are provided separately by another body, the School will seek assurances that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.
- A member of the governing body (usually the Chair) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Headteacher.

## **Working with other agencies to protect**

### **7. Involving Parents/Carers**

- 7.1 The school recognises and values the contribution parents and carers can make to the education of pupils at the school
- 7.2 In general, the school will discuss concerns with parents/carers before approaching other agencies, and will seek their consent in making a referral to another agency. We will in certain circumstances make referrals to another agency without parents being aware. This will be agreed by the child protection team.
- 7.3 Staff should only approach parents/carers after consultation with the Designated Safeguarding Lead or member of the child protection team. Staff should keep a record of the conversation, and discuss with a member of the child protection team

- 7.4 However there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- 7.5 Parents/carers will be informed about the school's child protection policy through letter, website, one to one meetings etc.

## **8. Working with External Agencies**

- 8.1 The school works in partnership with a range of other agencies in promoting the best interests of the children.
- 8.2 The school will, where necessary, make referrals to Children's Social Care. Referrals should usually only be made by a member of the child protection team.
- 8.3 All staff can make a referral directly to Children's Social Care. However, they would normally discuss with the child protection team before doing so. All staff should keep the Designated Safeguarding Lead informed of any referrals they make.
- 8.4 A member of the child protection team may also contact Children's Social Care for advice about a specific case, without giving details of the child or children concerned. Should Children's Social Care require a referral based on the information provided, staff will cooperate fully with this request.
- 8.5 Where the child already has a safeguarding social worker, the request for support should go immediately to the social worker involved, or in their absence to their practice supervisor or team manager.
- 8.6 The school will follow up all requests made to social care, and will seek to refer the matter to more senior staff within Children's Social Care should the matter not be satisfactorily resolved. The school will follow the procedures outlined in Resolving Professional Disagreements about Safeguarding Children (Escalation Policy) published by Windsor and Maidenhead Local Safeguarding Children Board when necessary
- 8.7 The school will co-operate with any child protection enquiries conducted by Children's Social Care. Furthermore the school will ensure representation at appropriate inter-agency meetings such as initial and review child protection conferences, core group meetings and integrated support plan meetings.
- 8.8 The school will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- 8.9 **Where a child in school is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting or a Joint-Agency Child Protection Strategy**

**Meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.**

## **Role of the school**

### **9. The School's Role in the Prevention of Abuse**

- 9.1 The school will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

#### **The Curriculum**

- 9.2 Relevant issues will be addressed through the PSHE curriculum, for example, self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.
- 9.3 There will be the opportunity within curriculum time to discuss other relevant safeguarding issues in a cross-curricular way. For example, tutor time, Assembly programme, English, History, Drama, Art.

#### **Other areas of work**

- 9.4 All school policies which address issues of power and potential harm, for example: behaviour for learning, bullying, equal opportunities, will all be linked to ensure a whole school approach.
- 9.5 The school is aware of its responsibilities under the Equality Act 2010, and this may relate to child protection
- 9.6 The school's child protection policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.
- 9.7 c

## **Pupils Attending Alternative Educational Provisions**

- 9.7 Pupils may from time to time access education through attending alternative educational provisions, whilst still on roll at the school
- 9.8 When this is the case, the school will take reasonable steps to ensure that the provision has adequate child protection and safeguarding policies in place
- 9.9 Should staff at the alternative provision have safeguarding concerns, or the pupil makes a disclosure, this should be managed in line with the provision's procedures. This information should be shared with the child protection team at the school
- 9.10 If a child protection issue or concern is raised in school regarding a pupils attending an alternative provision, consideration will be given to whether this information should be shared with the alternative provision
- 9.11 If the pupil makes an allegation against a member of staff at the provision, through a disclosure to school staff, this will be managed in line with this policy

## **10. The School's Role in Supporting Pupils**

- 10.1 The school will offer appropriate support to individual children who have experienced abuse or who have abused others.
- 10.2 In addition to this policy, the school has a separate bullying policy. The school recognises that issues of bullying may be subject to child protection and safeguarding concerns.
- 10.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.
- 10.4 The school will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 10.5 We will ensure the school works in partnership with parents/carers and other agencies as appropriate.
- 10.6 The school will endeavour to provide personalised learning provision to support the pupil, when required
- 10.7 The school will ensure that there are systems in place for children to express their views and feelings and give feedback

## **11. A Safer School Culture**

### **Safer Recruitment and Selection**

- 11.1 The school pays full regard to Safer Recruitment, selection and pre-employment vetting as laid out in the statutory guidance, The school will act reasonably in making decisions about prospective employees
- 11.2 All appointments within the school will require an enhanced with barred list information DBS check, given that the majority of staff/volunteers will be engaging in regulated activity. This means that they will have a role regularly working in school at times when pupils are on site.
- 11.3 When the applicant has lived or worked outside of the UK, the school will take reasonable steps to verify the suitability of the applicant. This is in line with government advice, and includes advice about checking qualifications for teachers.
- 11.4 Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health, mental and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS). All staff and volunteers will receive enhanced level DBS checks.
- 11.5 There are a number of staff who have successfully completed the safer recruitment training. One or more of these staff will be involved in all staff / volunteer recruitment processes and sit on the recruitment panel.
- 11.6 All applicants will be required to submit an application form. CVs will not be accepted. Candidates will be required to give a full employment history and adequate references
- 11.7 Anyone who is appointed to carry out teaching work will require an additional check which will ensure that they are not prohibited from teaching. This may include checking that they are not prohibited under section 128 provisions
- 11.8 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of students.
- 11.9 All letters and correspondence in relation to offering of posts of employment will emphasise that the offer is subject to satisfactory references and DBS checks. Offers of employment will be withdrawn for candidates failing to satisfy these criteria.
- 11.10 If the school ceases to use the services of a teacher because of serious misconduct, or if they would have been dismissed had they not left their post, the school must consider whether to refer the case to the Secretary of State

- 11.11 School Governors are considered to be volunteers and consequently are required to undertake an enhanced DBS check with barred list check if they are engaging in regulated activity. Other governors should have an enhanced DBS check, without a barred list check, as part of the appointment process for governors
- 11.12 Individuals or organisations who rent the school facilities with the view of providing activities for young people, for example holiday clubs, will be expected to have appropriate safeguarding procedures in place
- 11.13 Due to the age of pupils attending the school, regulations set out under the Disqualification under the Childcare Act 2006 do not apply directly to staff
- 11.14 When childcare providers hire or rent school facilities, the school will ensure that such providers have appropriate policies and procedures in place to ensure compliance under this legislation

### **Staff support**

- 11.13 The school recognises the stressful and traumatic nature of child protection work and supports staff by providing an opportunity to talk through their anxieties with the Designated Senior Lead or member of the child protection team and to seek further support as appropriate.
- 11.14 All concerns relating to safeguarding adults in the school should be referred to the child protection team.**

## **12. Responding to an Allegation Against a Member of Staff**

- 12.1 This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:
- Behaved in a way that has harmed a child or may have harmed a child;
  - Possibly committed a criminal offence against or related to a child; or
  - Behaved in a way that indicates s/he is unsuitable to work with children.
- 12.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.
- 12.3 All staff working within our school must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.
- 12.4 Allegations or concerns about colleagues and visitors must be reported direct to the Headteacher unless the allegation or concern relates to the Headteacher.
- 12.5 If the concern relates to the Headteacher, it must be reported immediately to the Local Authority Designated Officer (LADO) in

Children's Social Care, who will liaise with the Chair of Governors and they will decide on any action required.

- 12.6 The school will liaise with the LADO in managing allegations against staff. Communication with the LADO will be managed by the Headteacher, unless 12.5 applies

## **12. Responding to an Allegation Against other Children**

- 12.1 This procedure should be used in any case in which it is alleged that a child has:

- Behaved in a way that has harmed another child or may have harmed a child;
- Possibly committed a criminal offence against or related to another child; or
- Behaved in a way that indicates that they may pose a risk to themselves and others in the education setting

- 12.2 It is important to remember that children have the potential to abuse other children. When dealing situations it is important to consider:

- Any differences in power
- Whether the perpetrator has repeatedly tried to harm other children
- Concerns about the intention of the alleged perpetrator

- 12.3 Peer to peer abuse can manifest in a number of ways. This can include:

- Gender issues (this can include specific gender issues such as sexual assault as well as initiation/hazing type violence)
- Gender based violence or sexual assaults and harmful sexual behaviour
- Abusive and bullying behaviour which can be physical, sexual or emotional
- Sexting
- Teenage relationship abuse, including domestic abuse
- Peer on peer exploitation

- 12.4 Staff should recognise that abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'

- 12.5 All staff working within our school must report any potential safeguarding concerns about suspected peer to peer abuse in the same way as other safeguarding concerns, through reporting to the Designated Safeguarding Lead immediately

- 12.4 The School is mindful of the searching, screening and seizure guidance in terms of safeguarding the welfare of pupils at the school, where there are reasonable grounds that a pupil may have a prohibited item. This could include items which would indicate sexting

- 12.5 If the concern relates to the Headteacher, it must be reported immediately to the Local Authority Designated Officer (LADO) in

Children's Social Care, who will liaise with the Chair of Governors and they will decide on any action required.

- 12.6 The school will liaise with the LADO in managing allegations against staff. Communication with the LADO will be managed by the Headteacher, unless 12.5 applies

### **13. Physical Intervention**

- 13.1 The school recognises that staff only need to intervene physically as a last resort. The school does not expect staff to put themselves at physical risk
- 13.2 Physical intervention will be used when an individual poses an immediate risk to themselves, others or school property.
- 13.3 Physical intervention will be used in line with the government guidance contained in Behaviour and discipline in schools (February 2014).
- 13.4 Staff may intervene using reasonable force. There is no legal definition of reasonable, but it should be warranted by the seriousness of the incident, with the degree of force in proportion to the seriousness of the behaviour
- 13.5 At all times physical intervention must use the minimum amount of force for the minimum amount of time necessary to prevent injury or damage to property.
- 13.6 Physical intervention that causes injury or distress to a child may be considered under safeguarding or disciplinary procedures
- 13.7 Physical intervention may be required when carrying out a search for articles which may be reasonably suspected to cause harm to the individual or others. When carrying out a search, the advice laid out in Searching, Screening and Confiscation (February 2014) will be adhered to.
- 13.8 Only the Headteacher or in his absence his deputy head, can authorise a search without consent of the pupil
- 13.9 Physical intervention should not be used as part of behaviour management or as a form of punishment. Pupils should not be barred physically from leaving a room or situation, unless this would constitute a very serious threat to themselves or others

## **14. Children with Additional Needs**

14.1 The school recognises that while all children have a right to be safe, some children *may* be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

14.2 Staff will be mindful that:

- indicators of possible abuse such as behaviour, mood and injury are not simply a result of the child's disability and therefore do not warrant any further exploration
- Children's understanding of situations may be different and therefore they may be disproportionately affected by things without showing any signs
- Children may have communication barriers that can be difficult to overcome

14.2 When considering excluding, either fixed term or permanently, a vulnerable student and/or a student who is the subject of a child protection plan or where there is an existing child protection file, the school will call a multi-agency risk-assessment meeting prior to making the decision to exclude.

14.3 In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to calling the multi-agency risk assessment meeting.

## **15. Children with Medical Needs**

15.1 The school follows the guidance in Supporting Pupils at School with Medical Conditions (DfE, 2014). The aim of this guidance is to ensure that all pupils with physical or mental health needs are properly supported in school

15.2 Certain medical needs will mean that children are defined as being disabled, as defined by the Equality Act, 2010. In addition, a child's medical needs may also be considered as Special Educational Needs (SEN). Where this is the case, the school will seek guidance from the SEN Code of Practice. The school will comply with the statutory duties as detailed in these acts

15.3 The school will put in place support for each child on an individual basis, taking into account the individual needs and support as required. This will include supporting staff to manage these needs

15.4 Pupils requiring First Aid will be given attention from trained staff. A written record of all first aid administered will be kept. When there is any doubt about a child's welfare or if further medical intervention is required, parents will be contacted and an ambulance requested if necessary

- 15.5 The school will dispense medicine in line with guidance set out in Supporting Pupils at School with Medical Conditions (DfE, 2014). Parental consent will be sought, unless the child is over 16 and the medicine has been prescribed without the knowledge of the parents. Where this is the case, the school will encourage the pupil to discuss with their parents

## 16. Radicalisation

- 16.1 The school will follow the government guidance in relation to protection of vulnerable people who are at risk of radicalisation, vulnerable to harm or exploitation. Channel is a key element of the government PREVENT strategy, and requires cooperation with statutory partners to safeguarding children and adults in order to reduce the risk of individuals being drawn into terrorism
- 16.2 Channel has a multi-agency panel with responsibility for safeguarding children in line with other panels. The school will attend multi-agency meetings and provide support when required
- 16.3 Vulnerability indicators can be considered in three dimensions – engagement with the group, cause or ideology, intent to cause harm and capability to cause harm
- 16.4 Indicators of vulnerability across the three dimensions:

### Engagement:

- Spending time with suspected extremists
- Changing appearance in line with group
- Day-to-day behaviour associated with extremist ideology
- Loss of interests and friends in activities not associated with extremist ideology
- Possession of material or symbols associated with an extremist cause
- Attempts to recruit others
- Communications with other that suggest identification with a group, cause or ideology

### Intention:

- Identifying another group as threatening
- Blaming a group for causing all social or political ills
- Using insulting or derogatory names or labels for other groups
- Speaking about imminence of harm from other groups
- Expressing attitudes that justify offending on behalf of the group
- Condoning or supporting violence or harm towards others
- Plotting or conspiring with others

### Capability:

- History of violence
- Criminally versatile

- Occupational skills or technical expertise
- 16.5 The school recognises that not all of these examples may be applicable, but should be used in order to identify pupils who may be at risk of radicalisation
- 16.6 If a member of staff has concerns about a pupil and there may be a potential risk or radicalisation, this should be reported to the child protection team
- 17. Children in Specific Circumstances:**
- 17.1 The school will follow the government guidance contained in the documents below when dealing with children in specific circumstances:
- 17.2 Where no guidance exists, the child protection team will use their professional judgement to take reasonable action
- 17.3 Child Sexual Exploitation (CSE):** What to do if you suspect a child is being sexually exploited (DfE, 2012). Specific reference is made to CSE. This can take place in many different forms, but the significant difference in CSE is the imbalance of power, with the perpetrator holding power over the victim. Staff will be aware of the signs of CSE, whilst bearing in mind that the child may not show any external signs of abuse
- 17.4 Female Genital Mutilation (FGM):** Female genital mutilation: guidelines to protect children and women (DfE, 2014). Specific reference is made to FGM. Whilst pupils who attend the school are all male, the school is aware that family members of pupils at the school may potentially be at risk of FGM. The school also recognises the opportunity to educate pupils at the school as potential fathers about FGM
- 17.5 Domestic Violence:** Domestic violence and abuse (Home Office, 2013). Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Domestic violence may mean that a child is placed at risk of significant harm
- **Bullying Including Cyberbullying:** Preventing bullying (DfE, 2012)
  - **Drugs:** Drugs: advice for schools (DfE, 2012)
  - **Fabricated or Induced Illness:** Safeguarding children in whom illness is fabricated or induced (Department of Health, 2008)
  - **Faith Abuse:** Child abuse linked to faith or belief: national action plan (DfE, 2012)
  - **Forced Marriage:** Forced marriage (FCO, 2014)

- **Gangs and Youth Violence:** Addressing youth violence and gangs (Home Office)
- **Gender-Based Violence/violence against women and girls (VAWG):** Ending violence against women and girls in the UK against women and girls in the UK (Home Office, 2014).
- **Mental Health:** The mental health strategy for England (Department for Health, 2011) Mental Health and behaviour in schools (DfE, 2014)
- **Private Fostering:** Children Act 1989: private fostering (DfE, 2005)
- **Radicalisation:** Channel guidance (Home Office, 2012)
- **Sexting:** CEOP – National Crime Agency
- **Teenage Relationship Abuse:** 'This is abuse' campaign (Home Office, 2013)
- **Trafficking:** Safeguarding children who may have been trafficked (DfE, 2011)

## Definitions and indicators of abuse

### 1. Neglect

- 1.1 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.
- 1.2 Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
  - Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
  - Protect a child from physical and emotional harm or danger;
  - Ensure adequate supervision (including the use of inadequate care-givers)
  - Ensure access to appropriate medical care or treatment
- 1.3 It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 1.4 The following may be indicators of neglect (this is not designed to be used as a checklist):
  - Constant hunger
  - Stealing, scavenging and/or hoarding food;
  - Frequent tiredness or listlessness
  - Frequently dirty or unkempt,
  - Often poorly or inappropriately clad for the weather
  - Poor school attendance or often late for school
  - Poor concentration
  - Affection or attention seeking behaviour
  - Illnesses or injuries that are left untreated
  - Failure to achieve developmental milestones, for example growth, weight
  - Failure to develop intellectually or socially
  - Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
  - The child is regularly not collected or received from school;
  - The child is left at home alone or with inappropriate carers

## **2. Physical Abuse**

- 2.1 Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
- 2.2 Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 2.3 The following may be indicators of physical abuse (this is not designed to be used as a checklist):
- Multiple bruises in clusters, or of uniform shape
  - Bruises that carry an imprint, for example of a hand, a cord or an implement.
  - Bite marks
  - Round burn marks
  - Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks.
  - An injury that is not consistent with the account given.
  - Changing or different accounts of how an injury occurred.
  - Bald patches.
  - Symptoms of drug or alcohol intoxication or poisoning.
  - Unaccountable covering of limbs, even in hot weather.
  - Fear of going home or parents being contacted.
  - Fear of medical help.
  - Fear of changing for PE.
  - Inexplicable fear of adults or over-compliance.
  - Violence or aggression towards others including bullying.
  - Isolation from peers.

## **3. Sexual Abuse**

- 3.1 Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- 3.2 The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- 3.3 They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- 3.4 Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children
- 3.5 The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate.
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

#### **4. Emotional Abuse**

- 4.1 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.
- 4.2 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.
- 4.3 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.
- 4.4 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 in participating in normal social interaction.
- 4.5 It may also involve seeing or hearing the ill- treatment of another. It may involve serious bullying (including cyber 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.

4.6 The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly.
- Over-reaction to mistakes
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

## **5. Responses from Parents**

5.1 Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

## 6. Child Sexual Exploitation

6.1 The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

## Safeguarding Cue Card

The Windsor Boys' School has a commitment to safeguarding the welfare of all young people and children who attend our provision. All staff, including temporary staff and volunteers, have a duty to safeguard and should act quickly should they have concerns about anything relating to the welfare of a child or the behaviour of an adult.

### Key Information:

**The Designated Safeguarding Lead is Mike Rooke**

**In his absence, concerns should be referred to one of the Deputy Safeguarding Leads:**

**Liz McDonnell, Gavin Henderson, Tony Paul or Ben Bausor**

All concerns should be reported in a confidential manner. Ensure that a written record is kept of all safeguarding concerns. Individual pupils should not be discussed outside of the setting.

### Definitions of Abuse:

Abuse falls into the following categories: **Physical, Emotional, Neglect and Sexual**

### Specific Safeguarding Issues:

Child Sexual Exploitation (CSE), sexting, esafety, radicalisation, Female Genital Mutilation (FGM), mental health, drug use. Concerns falling under these areas should be reported in the same way as other child protection issues.

**Indicators of Abuse:** Some indicators of abuse (this is not exhaustive):

- changes in behaviour
- unusual behaviours e.g. rocking, being withdrawn, oversexualised behaviours
- burns, marks or other physical signs which are in unusual places or cannot be easily explained
- behaviour that is not age appropriate
- child looks unkempt, basic needs not being met
- issues with food - not eating/stealing food/not having a lunch

**Dealing with a disclosure:** If a pupil makes a disclosure, the following should be followed:

- listen carefully to what the pupil has to say, and allow the pupil to speak
- stay calm and reassure the pupil
- record what the pupil has to say. Make a distinction between facts and opinions
- ask open ended questions, such as 'tell me...' 'explain...' 'describe...'
- ask a member of child protection staff if you need help
- refer the matter to the Designated Safeguarding Lead as soon as possible. Ensure that a face to face handover of information takes place

### Things to not do:

- don't make any promises to the child e.g. promising that everything will be ok or promising confidentiality
- react in a way that will put the child off
- don't ask leading questions or try to investigate

- dismiss what the child says as implausible or impossible
- don't criticise anyone involved or give your opinion

Concerns about the behaviour or actions of staff should be reported immediately to one of the Designated Persons. Ensure that there is a face-to-face handover of information – don't assume that an email will have been read.

## Allegations against a member of staff, governor or volunteer

1. **Inappropriate behaviour by staff/volunteers could take the following forms:**
  - **Physical:** This includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
  - **Emotional:** This includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
  - **Sexual:** This includes, for example, sexualised behaviour towards students, sexual harassment, sexual assault and rape.
  - **Neglect:** This includes, for example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment etc.
  
2. If a child makes an allegation against a member of staff, governor, visitor or volunteer the Headteacher should be informed immediately. The Headteacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation him/herself or interview students.
  
3. The Headteacher must exercise, and be accountable for, professional judgement on the action to be taken, as follows –
  - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Headteacher will **notify the Local Authority Designated Officer (LADO) Team**
  - The LADO Team will advise about action to be taken and may initiate internal referrals within Children's Social Care to address the needs of children likely to have been affected.
  - If it is not clear whether the actions of the member of staff raise child protection concerns, the Headteacher must immediately seek advice from the Child Protection Manager for Schools and Education Services.
  - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student(s), these should be addressed through the school's own internal procedures.
  - If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

**Where an allegation has been made against the Headteacher then the Chair of Governors takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of these specific procedures see the procedures of Birmingham Safeguarding Children Board.**

## **Child Protection Policy**

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Reviewed: September 2017

Reviewed by: Mike Rooke

**To be reviewed: September 2018**

**Approved by: Curriculum Committee**  
**Date:**