

Three Ways School

Child Protection and Safeguarding Policy

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Policy Ratified by	Full Governing Body
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School Policy Lead	Headteacher
Published	Internal Staff Shared network in policies area School Website

Rationale

Three Ways School fully recognises its responsibilities for child protection and safeguarding. Safeguarding and promoting a child's welfare is the responsibility of **everyone**.

Our policy applies to all staff, governors and volunteers working in the school. Child protection and safeguarding are central to the well-being of each of our pupils and is therefore an intrinsic part of all aspects of the curriculum & learning environment. The whole school ethos seeks to support the development of all our pupils in ways, which will foster security, confidence and independence.

At Three Ways School, a multi-agency team approach is embedded into our practise to ensure effective safeguarding liaison with medical and social care teams, alongside other therapeutic practitioners.

The following policies should be read alongside the safeguarding policy:

School Security Policy	Health and Safety Policy
Behaviour Policy	Absconding Policy
Administration of Medication Policy	Anti-Bullying Policy
Recruitment and Selection Policy	Self-Harm Policy
Intimate Care Policy	Attendance and Absence Policy
Critical Incident Policy	Drugs Education Policy
E-Safety Policy	Emotional Health and Well Being Policy
Moving and Manual Handling Policy	PSHE Policy
Use of Photographic Images Policy	Whistle Blowing Policy
Sex and Relationship Education Policy	Staff guidance on Lone Working Policy
Staff Induction Policy: Staff Code of Conduct	Touch Policy
Trips and Residential Activity Policy	Social Media Policy

The following publications should be read in conjunction with the Safeguarding Policy:

DFE Keeping Children Safe in Education (Statutory guidance for Schools and Colleges) September 2018	HM Government Revised Prevent Duty Guidance for England and Wales last updated 23 rd March 2016
Working Together to Safeguard Children – Updated 1 st August 2018	HM Government Multi-agency statutory guidance on female genital mutilation Published 1 st April 2016

Purpose

This policy outlines the commitment of all staff & Governors to safeguard and promote the welfare of all pupils. At Three Ways school we:

- Practise safe recruitment in checking the suitability of staff and volunteers to work with children
- Include opportunities in the PHSE curriculum for children to develop the skills they need to recognise and stay safe from abuse
- Develop and implement procedures for identifying and reporting cases, or suspected cases
- Ensure children know there are adults in the school whom they can approach if they are worried and support pupils who have been abused

- Establish a safe environment in which children can feel secure, are encouraged to talk / communicate, and are listened to enable an effective learning environment.
- To advise staff to maintain an attitude of “it could happen here” in order to act in the best interests of the child.

Signs of abuse

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse as well as significant emotional changes. All staff need to be vigilant and take proper action when there is any evidence of:

- Unexplained injuries or marks
- Indicators of pain, distress or discomfort
- Changes of behaviour or character
- Knowledge or comments inappropriate to age
- Anxiety about toileting and undressing or irregular out of character toilet issues
- Constant hunger, poor personal hygiene, poor state of clothing
- Disclosure

Types of Abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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 misuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home of 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.

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

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 carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Emotional Abuse: is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Specific Safeguarding Issues: All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Child Criminal Exploitation (Country Lines): Criminal exploitation of children is a geographically widespread form of abuse. It can include drug networks, gangs that groom and exploit children and young people to carry drugs and goods from urban areas to suburban areas and the countryside, including seaside towns. It should be remembered that this is a form of abuse even if it is consensual. It can involve violence and imbalanced power.

Homelessness: Being homeless, or being at risk of homelessness causes a real risk to a child's welfare. The DSL can offer support via the local housing agencies and work with social care to provide a multi-agency approach. The Homelessness Reduction Act 2017, encourages meaningful assessment to support families before homelessness becomes an issue.

Peer on Peer abuse: All staff should recognise that children are capable of abusing their peers. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

Incidents of reported or suspected peer on peer abuse should be reported on My Concern, or on a Child Protection reporting form and submitted to the Safeguarding Lead, or deputy in their absence. Victims, perpetrators and any other child affected will be appropriately supported by school staff or signposted appropriately to a member of the wider multi-agency team, depending on the nature of support required.

Abuse is abuse and will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Recognition is given to the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.

The UK Council for Child Internet Safety (UKCCIS) Education Group has published advice for schools and colleges on responding to sexting incidents that can be used as guidance to support in these incidents.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Online Safety: As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.

The Child's Wishes: All systems at Three Ways School are designed to operate with the best interests of the child at heart. Wherever possible, the child's wishes and feelings are taken into account and staff support by advocating for the pupil. We encourage pupils to express their views and give feedback.

Child on Child Sexual Violence and Sexual Harassment: As a school we recognise the importance of managing reports of child on child sexual violence and sexual harassment. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Reports received will be dealt with in a calm, considered and appropriate manner. Where required, the school will work closely with children's/adult social care and the police in these cases.

When a report is received, the school's initial response will be to ensure victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important at this stage to not compromise confidentiality but to discuss next steps with the safeguarding lead.

If a pupil discloses to staff, all staff will be supportive and non-judgemental. They will listen carefully, whilst being clear about boundaries and the need to record the information as a written report. They should not ask leading questions – but use open questions in a supportive manner, where, when, what etc. Best practice is to record the information after discussion with the pupil. This allows time to devote their full attention to listening to the pupil and their voice being valued. It may be appropriate to take notes, however still engaging fully with the pupil. Only record facts and not personal opinion. Inform the DSL promptly.

Risk Assessment: When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school or college should be actively considering the

risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe. The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

Action following a report of sexual violence and/or sexual harassment should take into account the following:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context.

Procedures

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil on the child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- The school computer network applies appropriate filters to ensure online safety. It is still important that when pupils are accessing the internet, staff are aware of their actions online by regular monitoring.

The designated teacher for Safeguarding is **Jo Stoling** – Headteacher.
The deputy designated teacher for Safeguarding is **Katie Brockway** – Deputy Headteacher

The nominated Governor responsible for safeguarding is **Rodney Hodgman**

All staff (either as individuals or as a class team)

- Inform the Child Protection officer / Head Teacher, as soon as there are any concerns about a pupil.
- Complete the relevant part of Three Ways School Child Protection Referral Form (available in the staffroom) and pass it on to the designated Child Protection Co-ordinator Jo Stoaling (in their absence to Katie Brockway, Deputy Headteacher)
- The decision will be made to refer to Social Services or to monitor the situation
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person 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 designated senior person responsible for child protection.
- A decision will be made to notify social services if there is an unexplained absence of more than two days of a pupil who is on a child protection plan.
- Follow procedures where an allegation is made against a member of staff or volunteer.

Exceptional circumstances

If the Head Teacher refuses to expedite the referral, there is provision for the staff to refer the case themselves after a minuted meeting with the Head Teacher stating this intention.

Responsibilities of the Staff

- To be alert to, signs and symptoms of abuse
- To ensure that all children are valued and not blamed for any abuse which has occurred, although some behaviour is unacceptable - refer to the school Behaviour Policy
- To ensure that children are aware that disclosures can not be 'kept secret'
- To ensure that all disclosures are handled sensitively and confidentially (see Appendix 2).
- To report any safeguarding concerns without delay – using My Concern online recording or a hard copy of the Child Protection Recording Form / Body Map

Responsibility of the Designated Safeguarding Lead – Jo Stoaling/Deputy DSL Katie Brockway

- 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.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Ensure safe recruitment practices are always followed.
- To ensure that all staff and volunteers understand their responsibilities in being alert to the signs and symptoms of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection.
- To initiate, monitor and develop appropriate educational preventative strategies
- To arrange / facilitate appropriate school based INSET
- To clarify the school's internal referral procedures for staff who suspect child abuse
- To ensure that all cases of suspected abuse are handled sensitively and confidentially
- To attend child protection / abuse case conferences, or to provide appropriate briefing and support for the member of staff who attends

- To ensure adequate and appropriate records and documentation are made available to case conferences
- To arrange appropriate networking support for teacher and pupil, where staff become involved with child abuse through disclosure or via involvement in pastoral support of a child in suspected or actual child abuse
- To represent the school on inter-agency groups connected with child abuse and to promote, where appropriate, inter-agency contact and liaison directed at encouraging confidence in the agencies supporting child abuse work
- To keep up to date with child protection developments and information, and to ensure that relevant matters are brought to the attention of staff
- To keep a record of all pupils placed on the Child Protection Care Plan at Three Ways School
- To ensure that the appropriate information about pupils on the Child Protection Care Plan is passed to a new school & the child's social worker informed
- To keep Governors informed about child protection procedures.

Responsibility of the Designated Teacher for Looked After Children: Mrs Pippa Harding

The Three Ways School Governors are responsible for allocating a teacher as the Designated Teacher for Looked After Children. On commencement of Section 4 to 6 of the Children and Social Worker Act 2017, designated teachers also have the responsibility of the educational achievement of these pupils. This includes those who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and relevant qualifications and experience.

The designated teacher should ensure that appropriate staff have the information they need in relation to a child's looked after legal status e.g. voluntary care order, interim or full care order and contact arrangements with birth parents or those with parental responsibility. They should also have the information needed as to the level of delegation the carers hold with regard to signing for school trips and school camps. The DSL also holds the social workers contact details and that of the Virtual Headteacher for the local authority the child's PEP is held by.

A previously looked after child potentially remains vulnerable and all staff should have skills, knowledge and understanding to keep these pupils safe too. It is important that all agencies work effectively together to ensure the pupils needs are met.

Allegations against staff

- In the event of an allegation against the Head Teacher, in the first instance this should be reported to the Deputy Headteacher (in their absence the nominated Governor for Child Protection)
- In the event of an allegation against a member of staff or volunteer, in the first instance inform the Head Teacher who will follow the LSCB Managing Allegations Protocol available on the LSCB website and the HUB and the South West Child Protection Procedures for managing allegations against staff. The Local Authority Designated Officer (LADO) (01225 396810) must be notified within one working day.

Record Keeping

Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be uploaded to My Concern, if completing a hard copy it must be dated and signed and discussed with the designated person for child protection. Where staff have observed injuries to a child, these should be recoded on a body map outline, with some indication given about the size of the injury. Staff should not take photographs of injuries.

All hand-written records will be retained, even if they are subsequently typed up in a more formal report.

Written records of concerns about children must be kept, even where there is no need to make a referral immediately. A team around the child meeting may be considered at this point as part of an early intervention if appropriate to do so.

All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil's educational records and must be kept separate for other records.

A chronology will be kept at the front of individual pupils' files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting actions and outcomes.

The quality of child protection records will be monitored by the Headteacher.

Where a child moves school, copies of child protection documentation must be passed immediately and confidentially to the receiving school, separate from general records, with the original records retained by the school. The Headteacher or designated person for child protection will also telephone the Headteacher or designated person for child protection at the new school/college to raise awareness of child protection concerns, and that records are being transferred. Where a new school is part of the My Concern network, a secure transfer of notes will be arranged between the schools. My Concern is compliant with General Data and Protection Regulation to ensure confidential information security.

Safer Recruitment:

It is vital that Three Ways School maintains a high standard of commitment to a culture of safer recruitment in order to deter, reject or identify people who may cause harm to pupils. Checks undertaken include interview information and shortlisting procedures, references from previous employers, Disclosure Barring Service (DBS) checks, barred list checks and prohibition checks. All interview panels will include at least one panel member who has received safer recruitment training. Pre-appointment checks are also undertaken to ensure teachers are not barred from the profession.

With regard to regulated activity, a DBS is required if a person is involved in as a result of their work –

- Will be responsible on a regular basis in a school or college for teaching, training, instructing, caring for or supervising children or
- Will carry out paid or unsupervised unpaid work, regularly in a school or college or where that work provides an opportunity for contact with children.
- Engage in intimate or personal care or overnight activity, even if that only happens once

In a school a supervised volunteer who regularly teaches or looks after children who are not engaging in regulated activity, may undertake a risk assessment with the Headteacher to ensure safety and supervision at all times.

Prevent Duty

From July 2015 schools have a Prevent duty which requires them to have due regard to the need to prevent people from being drawn into terrorism, extremism and radicalisation.

The Government has produced a 'Prevent duty Guidance' – a copy can be found on staff shared. This guidance can be referred to if you require further information.

It is important that schools continue to teach about community cohesion:

'Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and extremist ideas that are part of terrorist

ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues (page 11 of the Guidance).

Extremists of all persuasions try to paint the world as black and white, accentuating division and difference, and exploiting fears based on ignorance or prejudice.

Education can be a powerful weapon, against this, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate and giving young people the opportunity to learn about difference cultures and faiths and, crucially, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

Schools can support young people in this providing: a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

Guidance on the use of photographic images of children

All staff are instructed to use class cameras or class IPADS/class Iphones to take photographs of pupils work and pupils taking part in class activities or whilst on school visits.

We always request parental permission for using their children's images. For more information please refer to Three Ways Use of Photographic Images Policy

Female Genital Mutilation

Female Genital Mutilation is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding policies and procedures. FGM is illegal in the UK.

Child Sexual Exploitation

Any pupil at risk of CSE should be reported to the Designated Safeguarding Lead using the same Child Protection procedure. Each Local Authority has groups set up to support CSE and work with the police on safeguarding vulnerable young people. There is a specific legal duty on teachers to report this to the police.

Resources

Internal referral form

See website resource links at the end of this policy

Early Help

Any child may benefit from Early Help, but we need to be alert to the potential needs of some of our pupils. There may be pupils who have multiple needs and as a school we need to address these through signposting, referrals and multi-agency support to provide the highest possible standard of care and support. Some pupils may have SEN/Additional care needs/an EHCP/Young Carers/Anti-social or criminal behaviours, gang behaviours, goes missing from home/care, misusing drugs/alcohol, at risk of modern slavery trafficking or exploitation, challenging family circumstances, substance misuse/domestic violence, privately fostered, returned home post care placement. Whatever the needs of the pupil/family, we offer support in a non-judgemental manner. http://www.bathnes.gov.uk/sites/default/files/bnes_ah_offer_leaflet.pdf

Equal Opportunities

Equal opportunity is the right of everyone to equal chances and each individual is respected for who they are – regardless of age, ethnicity, gender, social circumstances, ability / disability and sexuality. Three Ways School understand that Children with disabilities are particularly vulnerable therefore we have added Appendix 1: Disability and Child Protection from Children Act Guidance and Regulations.

Health & Safety

It is the responsibility of staff to stay safe and to ensure that children in their care are kept safe. Staff may be asked to observe risk assessments for some children who have been identified as 'high risk' by the Headteacher/Designated Safeguarding Lead. Health & Safety issues are described fully in the school Health & Safety Policy. It is the responsibility of each adult to report health & safety issues without delay.

Use of Reasonable Force

The Keeping Children Safe in Education 2018 document guides that 'reasonable' means 'using no more force than is needed' and that the use of force may involve passive physical contact or active physical contact. The guide states that 'no-contact' policies leave staff unable to protect pupils and encourages schools to adopt sensible policies that allow and support staff to make appropriate physical contact. When considering the use of reasonable force towards children with SEND or medical conditions, the risks should be carefully considered. Individual behaviour plans and other forms of proactive behaviour support can reduce the need for reasonable force. At Three Ways School, Individual Behaviour Plans are in place to maximise positive strategies to minimise the need for physical intervention. Where a child puts themselves or others at risk, staff are trained in Management of Actual or Potential Aggression (MAPA) to support pupils to maintain their safety.

Professional Development: Training is provided for all staff to increase awareness of child protection & abuse through on-going staff training & development.

- The Designated Teacher for safeguarding has updated training every 2 years – Date of last training – July 2017
- All staff have updated safeguarding training every 3 years. All staff have undertaken update training in light of the new Keeping Children Safe in Education September 2018 Guidance. There is a rolling schedule of training in place.
- In addition all staff members should receive safeguarding and child protection updates (for example via email, staff meetings etc) as required. Jo Stouling shares NSPCC Updates with the staff team
- Staff have undertaken PREVENT online training
- Temporary and supply staff must be made aware of basic information (this forms part of the induction process)
- Sophie Kent-Ledger (Assistant Head) and Stephanie Harper (Head of Sixth Form) have undertaken the Train the Trainers course in order to provide basic safeguarding training.
- Training records should be kept up to date by the schools, recording the date, focus and level of training received.
- My Concern online recording training has been undertaken by the Teaching team. Teaching Assistants and whole school staff will undertake training during 2018/19 Academic Year. Hard copies (Paper copies) will continue to be available on the staff shared area of the network and in the staffroom in case any staff were unable to

access IT resources to record. This ensures that even in the event of technical failure, safeguarding is our highest priority.

- The Designated Safeguarding Lead and Deputy Lead have undertaken E-Safety training as part of KCSIE 2018.



Three Ways School

Child Protection Policy: Appendix 1

Disability and Child Protection

Children with disabilities are particularly vulnerable. Children Act Guidance and Regulations Volume 6, paragraph 15.10 states:

- "They have the same rights as other children to be protected
- Child Protection procedures, however well managed, are traumatic for the whole family. Children with disabilities should have clear explanations of what is happening at all stages and their views should be sought
- Assumptions should not be made about the inability of children with, for example, severe learning difficulties or communication disorders to understand procedures
- With support and advice of a known and trusted individual, the majority of children with disabilities can communicate their feelings and perceptions and articulate their needs
- Children with disabilities, like other children, also have legal rights with regards to consent to treatment and the withholding of consent to medical examinations if they are judged to be of sufficient understanding to do so"

The usual child protection procedures should be followed in all cases relating to children with disabilities, but bearing in mind the following guidance:

1. If a child (or parent) has communication difficulties, it is important that the investigator(s) make arrangements for help during the interview. This could be provided by someone who knows and can communicate with the child (or parent) eg. Teacher (unless that person is implicated in the abuse) or a suitable experienced worker from Health or Social Services
2. The help provided should ensure that the child is given every opportunity to express him/her self fully, and is able to understand what is happening and the decisions that have to be made
3. It is unlikely that some children with learning difficulties will be required to undergo a substantive interview with video because:
 - a) The minimum requirements of communication between the child and the interviewer may not be achievable ie. the participant's ability to communicate and / or understand
 - b) It is likely that the child will be unsuitable for cross examination
 - c) Some children would be considered unable to differentiate right and wrong, truth and lies.

Also to be balanced is the potential harm of putting a child through this process.

4. Where there is to be on-going child protection work with a family, consideration should be given to joint work between the key worker and a worker from Social Services, Sensory Impairment or Child Health Team with specialist communication knowledge and skills.
5. It is worth remembering that children with disabilities (and particular learning difficulties) are often the least able to articulate their fears and anxiety about inappropriate treatment. Workers may, therefore, have to be alert to picking up non-verbal clues eg. A change in the child's behaviour, fear of being touched etc.



Child protection Policy: Appendix 2

Do's and Don'ts in Managing Allegations or Concerns

(taken from BANES Good Practice Guidance July 2005)

DO:

- Allow the child to talk freely and listen uncritically (ensure all types of augmentative communication are available to the child if appropriate)
- Take the allegation seriously
- Only ask open ended questions such as 'Tell me what happened?' and not inference questions such as 'Was it XXX that did this to you?'
- Reassure the child that s/he was right to tell you, that the alleged abuse was not their fault
- Make it clear that you will have to pass on what you have been told to ensure that the protection of the child, in accordance with procedures, but that it will only be disclosed to people who need to know about it to help
- Do what you can to boost their self-esteem and self-confidence
- Record all discussions/ observations/ evidence in writing. In the case of disclosures a record should be made immediately after and be aware that the contents may be used in court as evidence
- Report the concerns, allegations and/or information to the Designated Teacher for Safeguarding as soon as possible (Jo Stooling)
- Share information only within appropriate professional contexts and in accordance with the school or area child protection policy
- Keep child protection records securely locked away
- Seek support if you are personally or emotionally effected by the experience

Don't:

- Interrupt a child who is freely recalling significant events
- Ask leading questions
- Give undertakings of confidentiality
- Jump to conclusions, speculate, accuse anyone or suggest alternative suggestions
- Examine or undress the child
- Collude with anyone in relation to an allegation or hold on to significant information
- Undertake an investigation.

Data Sharing:

Confidentiality, in line with our General Data Protection policy is an extremely important part of our work but it is necessary to inform all staff that information sharing is vital in identifying and tackling all forms of abuse. Please speak to the Designated Safeguarding Lead/Deputy if you have any concerns.



Three Ways School

Child Protection/Safeguarding Referral Form

Pupil's Name Date: Class

Concern:

What is the nature of your concern?

Evidence:

What is the evidence that led to your concern? Please write down anything you feel is relevant and date it.

Contact:

Who do you need to talk to, or refer the matter to and what would you like to discuss with that person?

Outcome By the Designated Safeguarding Lead:

Designated Safeguarding Lead Signature.....

Person Referring Name

Signature

Date:

Was Feedback Appropriate:

Yes

No



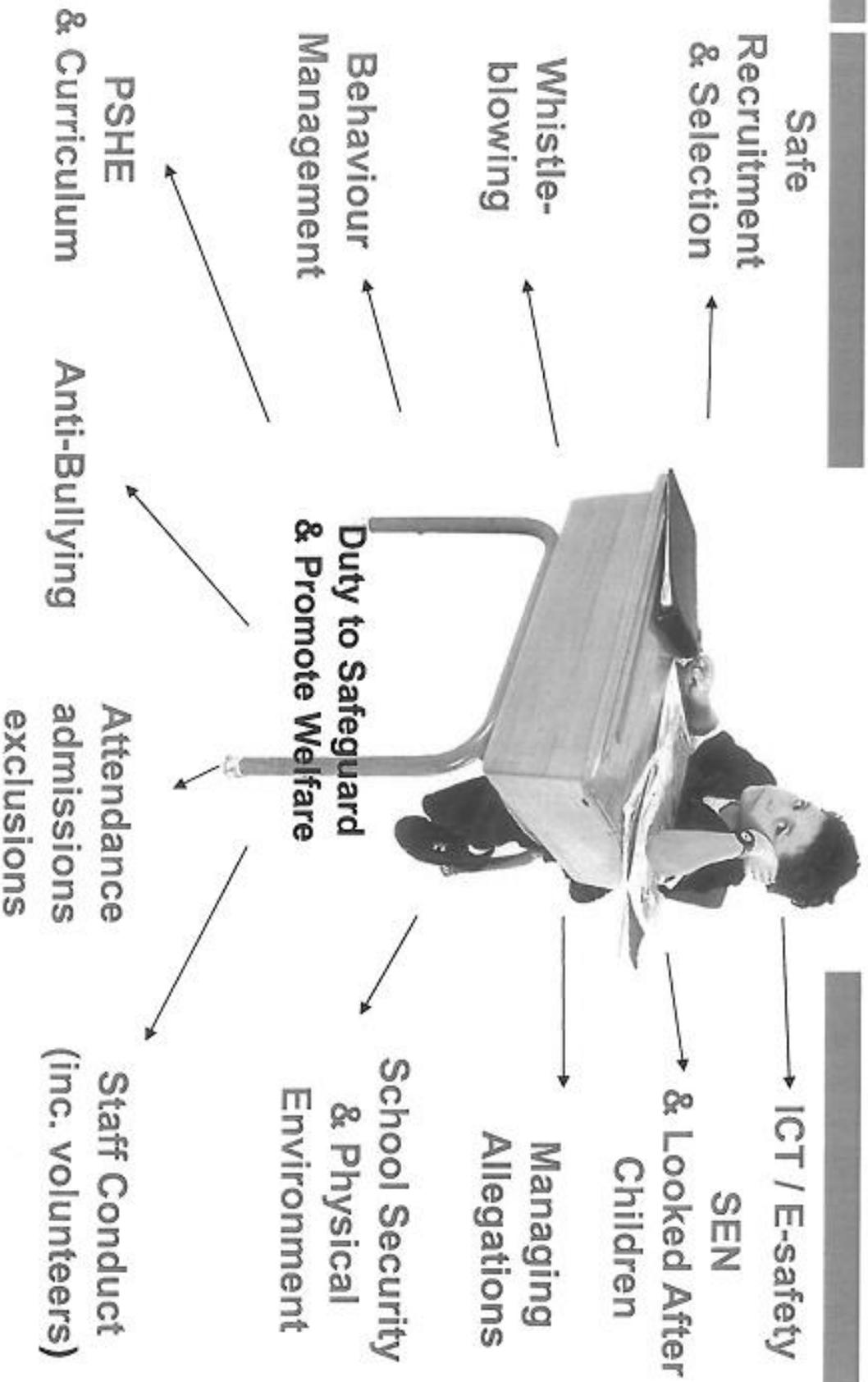
Three Ways School Child Protection Policy: Appendix 3

Use of Physical Contact Guidelines (See also Touch Policy)

Physical contact such as: during assistance with hygiene, Control and Restraint, Intensive Interaction, Physiotherapy, Hydrotherapy etc.

- **Know why you do it-** Be knowledgeable on the purposes of using physical contact by discussion, thought and by reading the pertinent psychological and developmental literature
- **Have consent from the person-** Follow the usual conventions concerning making physical contact with another person. If you rarely get consent to touch, then go back a few stages and work toward obtaining willingly given consent. At the very least, physical contact may be necessary to carry out basic care.
- **Be prepared to discuss and explain your practices-** First and foremost by being knowledgeable, as above
- **Document-** has it acknowledged in any individual programme for the person. If you are certain that use of physical contact is fulfilling the person's needs educationally or developmentally, then state this in the pupil profile
- **Have good team work, both organisational and emotional-** Team working practices should literally facilitate staff working together in teams so that staff or students are rarely alone. The team working ethos should also include good discussions among staff concerning the emotional aspects of the work, including crucially, orientations toward the issue of use of physical contact
- **Use of physical contact should be discussed openly and regularly-** If being used as an important aspect of teaching technique such as in Intensive Interaction, should be a matter of open discussion and evaluation
- **Have others present where possible-** The most basic safeguard for staff and students is to have other staff present in the room when in situations where physical contact is likely to be used although staffing levels and pupil's dignity should be acknowledged.

Safeguarding in Education





Child Sexual Exploitation

www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf

Bullying including Cyberbullying

www.bullying.co.uk/cyberbullying/

Domestic Violence

www.nationaldomesticviolencehelpline.org.uk/

Drugs

www.mentoruk.org.uk/quality-standards-for-effective-alcohol-and-drug-education/?gclid=CNvdpbCk-MUCFYzMtAodNhIAYQ

Fabricated or Induced Illness

www.nhs.uk/conditions/Fabricated-or-induced-illness/pages/introduction.aspx

Faith Abuse

www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

Female Genital Mutilation

www.nhs.uk/conditions/female-genital-mutilation/pages/introduction.aspx
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

Forced Marriage

www.gov.uk/forced-marriage

Gangs and Youth Violence

www.gov.uk/government/publications/ending-gang-and-youth-violence-programme-annual-report-2014-to-2015

Gender Based Violence / Violence Against Woman and Girls

www.unfpa.org/gender-based-violence

Mental Health

www.mentalhealth.org.uk/

Private Fostering

www.privatefostering.org.uk/

Preventing Radicalisation

www.preventforschools.org/?category_id=40

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

Sexting (also known as youth produced sexual imagery)

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/

Teenage Relationship Abuse

www.gov.uk/government/publications/teenage-relationship-abuse

Trafficking

www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-trafficking/

NSPCC Whistleblowing Helpline 08000280285 help@nspcc.org.uk

Keeping Children Safe in Education (KCSIE 2018)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Concerned someone is unsafe in BANES?

<http://www.bathnes.gov.uk/services/care-and-support-and-you/concerned-someones-risk-harm-or-abuse>

BANES Safeguarding Website (Children)

<https://www.safeguarding-bathnes.org.uk/children>

BANES Safeguarding Website (Adults)

<https://www.safeguarding-bathnes.org.uk/adults>

NSPCC Website

<https://www.nspcc.org.uk/>

BANES EARLY HELP LEAFLET

http://www.bathnes.gov.uk/sites/default/files/bnes_early_help_offer_leaflet.pdf