

Child Protection and Safeguarding Policy

Adopted by the Governing Body on

Signed by Chair of Governors **Date**

Reviewed: September 2021 (Corne' de Beer)

Next Review Date: September 2022

Safeguarding and Child Protection Policy

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

Keeping Children Safe in Education – September 2021

Introduction

It is the intent of all staff, Governors and Trustees at St John's School to protect children and young people within our care from abuse. This will be done in a framework that is transparent and complies with our statutory obligations under the Children's Act 1989 and responsibility to safeguard and promote the welfare of our children and young people in accordance with Section 175 of the Education Act 2002.

The children and young people at St John's are more at risk because of their complex needs and disabilities therefore we must be thoroughly vigilant and requires all involved with our students to be very clear about their roles, responsibilities in this area, therefore training will be given to ensure all staff have a good understanding of safeguarding and reporting protocol and practice.

We believe that our educational establishment should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual.

We recognise the importance of providing an environment within our educational establishment that will help the students feel safe and respected. We recognise the importance of enabling the student to talk openly and to feel confident that they will be listened to.

We recognise that all adults within the educational establishment, including permanent and temporary staff, volunteers and advisors have a full and active part to play in protecting our students from harm.

We will work with parents to build an understanding of the educational establishment's responsibilities to ensure the welfare of all students, including the need for referrals to other agencies in some situations.

In line with the law, this policy defines a child as anyone under the age of 18 years.

This policy applies to all members of staff at St. John 's, including all permanent, temporary and support staff, volunteers, contractors and external service or activity providers.

We are all aware of our responsibilities and statutory duties under sect 175 of *The Education Act 2002*, the *Children Act 1989 and 2004*, *Safeguarding Children and Safer Recruitment in Education 2007*, *The Children and Young Person's Act 2008*, *Disclosure and Barring Service 2009 (DBS)*, *Working Together to Safeguard Children 2013*, *Keeping children safe in education September 2021*.

This policy is intended to enable students to be safe at school, and help parents/careers and local authorities to feel confident in the arrangements which have been made.

All staff require an enhanced Disclosure & Barring Service check and in the case of applicants who are currently residing abroad or who have lived abroad at any point in the past, the school will follow the process outlined in the government's official guidance to obtain details of any criminal records that may exist in overseas countries. The school is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

The designated safeguarding lead is responsible for safeguarding and child protection and will coordinate action on child protection within the school. The key role of the designated safeguarding lead is:

- Manage referrals from school staff or any others outside of school
 - Work with external agencies and professionals on a matter of safety and safeguarding
 - Undertake training
 - Raise awareness of safeguarding and child protection amongst the staff and parents.
 - Ensure that Child protection information is transfer to a student's new school
- The DSL is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervising, attends where appropriate, all conference, core groups or meetings where it concerns a child/young person.

Designated Safeguarding Lead (DSL): **Corne' DeBeer**
Deputy Designated Safeguarding Lead: **Wendy Killilea**

Chair of Governors: is **Teresa Baumann**
Governor with Direct Responsibility for Child Protection: **Sister Julie Rose**

Trustee Responsibility for Safeguarding : **Sister Angelo Roncalli**

Contact details of the Designated person, deputies, Chair of Governors and Governor with direct responsibilities for safeguarding are provided in Appendix 1.

Links to the Local Safeguarding Board and Local Authority LADOs are provided in Appendix 2. Our policy applies to all staff, governors and volunteers working in the school. Parents and staff from other agencies working with our students may also contact the school with any concerns.

SUPPORTING STUDENTS

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our educational establishment may be the only stable, secure and predictable element in their lives. We accept that the behaviour of a student in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our educational establishment will support all students by:

- ensuring the content of the curriculum includes social and emotional aspects of learning;
- ensuring a comprehensive curriculum response to e-safety, enabling students and parents to learn about the risks of new technologies and social media and to use these responsibly;
- ensuring that students' protection is included in the curriculum to help the student to stay safe, recognise when they do not feel safe and identify who they might or can talk to;
- providing students with a number of appropriate adults to approach if they are in difficulties;
- supporting the students' development in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying; ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under child protection procedures;
- liaising and working together with other support services and those agencies involved in safeguarding children; and
- monitoring students who have been identified as having welfare or protection

concerns and providing appropriate support.

- ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures

Procedures

All school staff complete Safeguarding and Child Protection Awareness training relevant to their role within the school. All staff are aware of the need to be observant for the outward signs of abuse. They are duty bound to record and report allegations of abuse and cannot guarantee to keep conversations confidential when this is inappropriate. Effective communication with families and other agencies is fundamental to our approach. The school will therefore:

1. Establish and maintain an environment where the students feel secure, are encouraged to talk, and are listened to.
2. Ensure students know that there are adults in school who they can approach if they are worried or in difficulty.
3. Include opportunities in the PSHE and ICT (e-safety) curriculum for students to develop the skills they need to recognise and stay safe from abuse.
4. Establish and maintain an environment where the students feel secure, are encouraged to talk, and are listened to.
5. Ensure students know that there are adults in school who they can approach if they are worried or in difficulty.
6. Include opportunities in the PSHE and ICT (e-safety) curriculum for students to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by Essex Safeguarding Children's Board and take account of guidance issued by the Department for Education (DfE) to:

1. Ensure we have a Designated Safeguard Lead and deputy for child protection who has received appropriate training and support for this role. (App 1.)

2. Ensure we have a nominated governor responsible for child protection. (App1)
3. Ensure every member of staff (including temporary and supply staff and volunteers) and members of the governing body can access the name of the Designated Safeguard Lead and deputy responsible for child protection and understands their role.
4. 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.
5. Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
6. Notify the student's local social worker if there is an unexplained absence of more than two days or injuries to any pupil with a child protection plan immediately.
7. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences and contribution to core groups.
8. Keep written records of concerns about students in a chronology even where there is no need to refer the matter immediately.
9. Ensure all students' protection records and concerns are kept in a secure place, separate from the main pupil file, and in locked locations.
10. Follow appropriate procedures where an allegation is made against a member of staff, student or volunteer and ensure the process is known and understood by everyone.
11. Ensure safe recruitment practices are always followed.
12. Ensure an annual report is made to the Governing body on child protection matters affecting policy and procedures. This review report should record the training received

in school, child protection delivery in the curriculum and the number of cases/incidents reported (respecting confidentiality and omitting names and details)

13. Ensure policy is revised and updated annually.

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 the student's at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavor to support the student through:

1. The content of the curriculum.
2. The school behaviour policy which is aimed at supporting vulnerable students in school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
3. Liaison with other agencies that support the pupil including Children's Social Care (in the child's own authority), Child and Adolescent Mental Health Service, Education Welfare/Attendance Services and Educational Psychology Service.
4. Ensuring that, when a student with a child protection plan leaves, their information is transferred securely to the named person at the new school immediately and that the child's social worker is informed and involved.
5. The school ethos which promotes a positive, supportive and secure environment and gives student a sense of being valued. It is our aim to establish and maintain a general school ethos of openness and support between staff and students. We hope that students will feel free to talk about their feelings to each other and to the full range of staff without fear or secrecy.

RECORD KEEPING

All child protection and welfare concerns, discussions and decisions made will be recorded in writing and kept in line with Essex Local Safeguarding Children Board Guidance Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Educational establishments and Colleges January 2014.

We will continue to support any pupil leaving the educational establishment about whom there have been concerns by ensuring that all appropriate information, including child protection and welfare concerns, is forwarded under confidential cover to the pupil's new educational establishment as a matter of priority.

Support & Training

The school has in place a number of levels of training and support. All new staff will undertake an induction period and regular supervision which will highlight Child Protection and Safeguarding policies and procedures. Induction will also include either an online NSPCC child protection training course or an internal introduction course. This is a general course specifically designed for anyone who comes into contact with children, young people and families. It fulfils the safeguarding outcomes as specified by OFSTED. It covers legislation and guidance, the different types of child abuse, the range of indicators of abuse and neglect, together with responsibilities with regard to reporting concerns.

These issues also form a regular part of on-going supervision for all staff but particularly those in an induction period. All staff will have the opportunity to attend a short, yearly refresher course.

"Who Can You Talk To?"

Students are regularly reminded that all adults will listen to them if they have difficulties, and they are encouraged to discuss their problems with staff and parents/carers in the first instance. Parents are asked to contact the school with any problems by home school books, telephoning or emailing the school or in person.

Safety of all

We will ensure that: All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- There is a Child Protection Policy together with a Staff Behaviour (Code of Conduct) Policy.
- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- A senior leader has Designated Safeguard Lead (DSL) responsibility and training.
- On appointment, the DSL undertake interagency training (SSCB Modules 1 & 2) and also undertake DSL 'New to Role' and the 'Update' Course every 3 years.
- All other staff have Safeguarding training updated as appropriate.
- Any weaknesses in Child Protection are remedied immediately.
- Child Protection policies and procedures are reviewed annually and that the Child Protection Policy is available on the school website or by other means
- The school will consider how students may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and through sex and relationship education (SRE).
- That enhanced DBS checks are in place for Governors
- All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns
- All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a student who makes a disclosure
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our Parents' Handbook.

CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

We recognise that all matters relating to child protection are confidential. The head of school or the DSL will disclose any information about a pupil to other members of staff on a need-to-know basis, and in the best interests of the child.

All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

INTER-AGENCY WORKING

We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care. We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children. We will participate in serious case reviews, other reviews and file audits as and when required to do so by the Essex Local Safeguarding Children Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales

CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

We will ensure that contractors and providers are aware of our educational establishment's safeguarding and child protection policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns. We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2018. If assurance is not obtained, permission to work with our children or use our educational establishment premises may be refused.

When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

WHISTLE-BLOWING AND COMPLAINTS

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the head of school, the chair of governors or with the Local Authority Designated Officer. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline on 0800 028 0285.

We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

We will actively seek the views of children, parents and carers and staff members on our child protection arrangements

SITE SECURITY

All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

We check the identity of all visitors and volunteers coming into educational establishment. Visitors are expected to sign in and out in the office and to display a visitor's badge while on the educational establishment site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

St John's will not accept the behaviour of any individual, parent or anyone else, that threatens educational establishment security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the educational establishment site

RECOGNITION AND CATEGORIES OF ABUSE

PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child. The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.

- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments.
- Reluctance to give information or mention previous injuries.

Bruising

Students can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth, which may indicate force-feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used e.g. belt marks, hand prints or a hair brush.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Grasp marks on small children.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements.
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.
- There is an unexplained fracture in the first year of life.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to student that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation, or corruption of the student. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment.
- Indiscriminate attachment or failure to attach.
- Aggressive behaviour towards others.
- Scapegoated within the family.
- Frozen watchfulness, particularly in pre-school children.

- Low self-esteem and lack of confidence.
- Withdrawn or seen as a “loner” – difficulty relating to others.

SEXUAL ABUSE

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

Female Genital Mutilation (FGM) is a collective term for procedures, which include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. It is an extremely harmful practice that violates the most basic human rights.

Female circumcision, excision or infibulation was made illegal in this country by the Prohibition of Female Circumcision Act 1985, except on specific physical and mental health grounds. The Female Genital Mutilation Act 2003 strengthens and amends the 1985 legislation. It makes it an offence for the first time for UK nationals or permanent UK residents to carry out FGM abroad, or to aid, abet, counsel or procure the carrying out of FGM abroad, even in countries where the practice is legal.

FGM involves the use of instruments to circumcise, mutilate or alter female genitalia, without reference to medical or surgical procedures, and with or without the supervision of a registered medical practitioner. This practice is not required by any major religion. There is now a mandatory duty placed on all school staff to report to the police any suspected case of FGM where they discover that this act has been carried out on a child under the age of 18 yrs. The practice is illegal and medical evidence indicates that FGM causes harm to those who are subjected to it. Girls may be circumcised or genitally mutilated illegally by doctors or traditional health workers in the UK, or sent abroad for the operation.

FGM must always be regarded as causing Significant Harm and a first Strategy Meeting must be held within 3 working days of the Referral if:

- There is suspicion that a girl or young woman, under the age of eighteen, is at risk of undergoing this procedure;
- It is believed that a girl or young woman is at risk of being sent abroad for that purpose;
or
- There are indications that a girl or young woman has suffered mutilation or circumcision.

4 types of procedure:

- Type 1 - Clitoridectomy – partial/total removal of clitoris

- Type 2 - Excision – partial/total removal of clitoris and labia minora
- Type 3 - Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 - all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that school takes action without delay and call the Contact centre.

All staff must report Female Genital Mutilation without delay.

Recognising Signs of Sexual Abuse

Boys and girls/ young men and women of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power

imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

CHILD SEXUAL EXPLOITATION

Child sexual exploitation is when people use the power they have over young people to sexually abuse them. Their power may result from a difference in age, gender, intellect, strength, money or other resources. People often think of child sexual exploitation in terms of serious organised crime, but it also covers abuse within relationships and may involve informal exchanges of sex for something a child wants or needs, such as accommodation, gifts, cigarettes or attention. Some children are 'groomed' through 'boyfriends' who then force the child or young person into having sex with friends or associates.

Sexual abuse covers penetrative sexual acts, sexual touching, masturbation and misuse of sexual images, for example on the internet or by mobile phone. Part of the challenge of tackling child sexual exploitation is that the children and young people involved may not understand that non-consensual sex (sex they haven't agreed to) or forced sex – including oral sex – is rape.

Which children are affected?

Any child or young person can be a victim of sexual exploitation, but children are believed to be at greater risk of being sexually exploited if they:

- are homeless
- have feelings of low self-esteem
- have had a recent bereavement or loss
- are in care
- are a young carer

However, there are many more ways that a child may be vulnerable to sexual exploitation, and these are outlined in a report by the Office of the Children's Commissioner.

The signs of child sexual exploitation may be hard to spot, particularly if a child is being threatened. To make sure that children are protected, it's worth being aware of the signs that might suggest a child is being sexually exploited.

Signs of grooming and child sexual exploitation

Signs of child sexual exploitation include the child or young person:

- Going missing for periods of time or regularly returning home late
 - Skipping school or being disruptive in class
 - Appearing with unexplained gifts or possessions that can't be accounted for
 - Experiencing health problems that may indicate a sexually transmitted infection
 - Having mood swings and changes in temperament
 - Using drug and or alcohol
 - Displaying inappropriate sexualised behaviours, such as over familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ('sexting')
- They may also show signs of unexplained physical harm such as bruising and cigarette marks

Preventing abuse

The NSPCC offers advice on how to protect children. It advises:

- Helping children understand their bodies and sex in a way that is appropriate to their age
- Developing an open and trusting relationship so that they feel they can talk to you about anything
- Explaining the difference between safe secrets (such as a surprise party) and unsafe secrets (things that make them unhappy or uncomfortable)
- Teaching children to respect family boundaries such as privacy in sleeping, dressing and bathing
- Teaching them self-respect and how to say no
- Supervising internet and television use

Who is sexually exploiting children?

People of all backgrounds and ethnicities and of many different ages are involved in sexually exploiting children. Although most are male, women are sometimes involved in befriending victims.

Criminals can be hard to identify because the victims are often only given nicknames rather than the real name of the abuser.

Some children and young people are sexually exploited by criminal gangs specifically set up for child sexual exploitation.

What to do if you suspect a child is being sexually exploited

If you suspect that a child or young person has been or is being sexually exploited, the NSPCC (and St John's) recommend you should not confront the alleged abuser. Follow this policy and report to the DSL team. Confronting them may place the child in greater physical danger and may give the abuser time to confuse or threaten them into silence.

Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

PROSTITUTION

Any member of staff who suspects a learner may be involved in prostitution must follow the same procedures as above and inform the DSL. See ESCB guidance and DoH's '*Safeguarding Children involved in Prostitution*'.

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing, shelter including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision including the use of inadequate care-takers, or

the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

FORCED MARRIAGE

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Guidance has been issued by the Foreign and Commonwealth office to police and social care, who should be contacted for advice.

PRIVATE FOSTER CARE

If you suspect that a child is not being cared for by a relative, and a private or unauthorised arrangement is in place for the child's care, you must report this to the DSL who will seek the advice of social care. There is a mandatory duty to inform the local authority of anyone suspected in being in such an arrangement.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

All children and young people at St John's School have identified Special Educational Needs and Disabilities and all school age children and young people have an Education, Health and Care Plan.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because;

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Difficulties may arise in overcoming communication barriers

At St John's School the Safeguarding Team identify pupils who might need more support to be kept safe or to keep themselves safe through:

- Regular meetings to discuss pupils who may need early help across the school
- Monitoring all cause for concern forms and safeguarding referrals on a regular basis
- Attending Child Protection and Core Group Meetings

Online Safety including Sexting, cyberbullying and exploitation

Our 'on-line'/e-safety policy clearly states that mobile phone or electronic communications with a pupil at our school is not acceptable other than for approved school business e.g. course work and mentoring. Where it is suspected that a child/young person is at risk from internet abuse including sexting or cyberbullying we will report our concerns to the appropriate agency

ABSENCE OF CHILDREN WITHOUT AUTHORITY

The school will take steps to ensure that children who are absent from school without consent are protected in line with the school's missing child procedure and includes:

- A thorough search of the school and grounds
- A report to the police, the parents and to the child's placing authority within 3 hours
- Information gathering to ensure the safety and welfare of the child
- The collection and return of the child when found
- A Serious Incident Report should be written of the absconding and any action taken
- A meeting between the learner and a key member of staff to establish why the absconding took place
- Looked after children (LAC) who are missing must be reported immediately to the relevant local authority.

PREVENT DUTY Including *Counter Terrorism Act 2015*.

St John's is committed to ensuring learners are protected from extremism and radicalisation. St John's receives regular input and updates from partner local authorities and receives updates from the DfE and Essex Police.

The *Counter-Terrorism and Security Act* came into force on 1 July 2015. Under the Act, all schools have a duty to "have due regard to the need to prevent people from being drawn into terrorism".

SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXTREMISM

Since 2010 and more recently *The Counter-Terrorism and Security Act 2015* Government Prevent Strategy is fully embraced by St John's. There has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

St John's School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. All learners and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. St John's is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

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

Risk reduction

The school governors, the head of school and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, PSHE policy, the use of school premises by external agencies, integration of student by gender.

St John's, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. **The SPOC for St John's is Wendy Killilea.**

ROLES AND RESPONSIBILITIES

Staff members

All members of staff have a responsibility to be aware of the procedures to be followed if they are worried a learner is being abused. Staff in regular contact with learners are well placed to notice signs of physical, sexual or emotional abuse, neglect, behavioural change or failure to develop as expected.

Each member of staff is given the safeguarding children statement which explains what to do and who to report to when they first arrive at the school and a personal copy of our Safeguarding Policy for reference.

GENERAL STRATEGIES

Vetting of Staff

There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children/young people from being exposed to potential abusers. Recruitment of all staff and volunteers, who work with young people in the school, is in line with Keeping Children Safe in Education, Statutory guidance for schools and colleges July 2015, DfE and includes checks for their suitability with the Disclosure and Barring Service. Recruitment of staff is undertaken by staff who have completed the 'Safe Recruitment' Course. The school office holds the Single Central Register on all staff.

Induction of Staff

New staff must meet with the DSL as part of their induction programme and complete the "What to do if you are warned a child is being abused". This meeting covers such issues as who to report concerns to and clarifying the school procedure. A personal copy of the school's statement on safeguarding children, and this policy is given to each new member of staff and they are asked to sign to say they have read this. Each time the file is updated staff will be informed by the DSL and asked to read the amendments and sign to confirm.

We recognise the importance of relationships between staff and students being based on mutual respect and understanding, and there being clear boundaries in relation to acceptable behaviour on both sides.

Personal Social Development Curriculum

The school has a pastoral system designed to empower the learners to seek help when they are worried or have concerns about their safety. Issues surrounding Social Awareness, Health Education and Sex Education are taught to all learners during PSHE lessons, which seek to teach the students about key risks and how to manage them. All staff work closely with the students giving them the opportunity to discuss issues that are important to them.

Children with SEN, disabilities or health issues

Additional barriers can exist when recognising abuse and neglect in relation to children with SEN, disabilities or certain health conditions. Staff are aware of students who are non-verbal or have limited communication. It is all staff's responsibility to get to know the students they are responsible for, to know their general behaviour patterns and to observe changes in any behaviour.

Children's Rights

We recognise that the students are our core concern, and must be respected, and given voice in all matters relating to their care and education. Students' opinions are sought over key decisions which are likely to affect them, their privacy is respected, as far as is consistent with good parenting and their need for protection; and all matters related to safeguarding concerns are kept confidentially, with access only to those who need it for their safeguarding. Safeguarding records are kept in individual files, away from the child's own school record, and secured in a locked cabinet within the DSL's office.

Students know how, and feel able, to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Behaviour Management and Physical Intervention Policies

Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour. All staff are aware of and follow, in practice, the school's policy on use and techniques of physical intervention, to protect young people from harm either to themselves or others, according to 550A of the Education Act 1996. Those authorised to use physical intervention have received Team Teach training and updates as appropriate. Records of consequences, and any use of physical intervention, are kept separately recorded, and reviewed at least twice a term by the Head of School. St. John's keeps an electronic database on all incidents.

Children Missing in Education

The law requires that all schools have an admission register and attendance register. All pupils must be placed on both registers. St John's must inform the local authority if any pupil is going to be removed from the admission register.

St John's has procedures to follow in the event of any learner being absent without authority, which are known to staff, students and their parents, and ensure that they are protected as quickly, as possible. Students are seen on return by the class tutor and asked for the reason for their absence. If tutors are concerned they will refer the matter to the designated child protection officer

Physical Intervention

- We acknowledge that staff must only ever use physical intervention as a last resort, when a student is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- Such events should be recorded and entered onto the relevant behaviour section in SIMS and recorded in the bound book. Staff will be appropriately trained in TeamTeach. We understand that physical intervention of a nature which causes injury or distress to the student may be considered under child protection or disciplinary procedures. We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

Anti-Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents.

Peer on Peer abuse

Staff should have a clear understanding of what peer-on-peer abuse is and recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. When peer-on-peer abuse is being reported, by a student, it will be recorded on our electronic Safeguard system by the member of staff to whom it has been reported to. This will be investigated by a member of the Safeguarding team. All staff work hard during PSHE sessions and throughout the school day, to promote healthy relationships between students. Issues gets dealt with as soon as they arise, such as an incident after playtime. Our school has a zero-tolerance approach to abuse. All verbal abuse statements made by students are also being recorded and worked on by the class staff.

Reports of consensual and non-consensual sharing of nudes and semi-nudes (also known as sexting) are acted on immediately. A member of the Safeguarding team will investigate the incident and call on outside agencies (e.g. social services, police) if necessary.

Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Links to other topics

For Safeguarding on Online safety and the use of mobile and smart technology, see our E-Safety policy.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, e-safety, road safety.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Safe Working Practice

All school staff should abide by the safe working practice agreement given to them at induction, and take normal precautions not to place themselves in a vulnerable position in relation to safeguarding. Physical intervention should only be used when the learner is endangering him/herself or others or property, and such events should be recorded and signed by a witness. Staff must understand that failure to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child is a disciplinary offence.

Visitors on the school site

All visitors will report to the main reception. They will sign in, using the electronic signing in device and be given a visitor's lanyard with badge to wear at all times whilst on school premises. No visitors will be left unsupervised at any time. Agency staff will be vetted before they arrive on site. They will also sign in as other visitors and be given a visitor's lanyard to wear at all times. They will be working in the class under the teacher's supervision. When working with children, another member of staff will always be in close proximity to support the agency staff.

Reporting an Allegation or concern

Any allegation or concern which arises should be recorded and reported to the designated person for CP procedures immediately, unless that person is the subject of the allegation, in which case it should be reported to the designated deputy (See App 1.). Procedures need to be applied with common sense and judgment. Some allegations are so serious as to require immediate referral via the student's local authority. In the case of any incident occurring or information being disclosed at school, the first point of contact for the designated person or deputy is a social worker from the child's placing authority. The telephone number for the local authority can be found in app. 2

They will decide how the issue should be dealt with and give advice or take details as a referral. If the information is by phone call this should be followed up in writing within 48 hours. Other concerns can be less clear and should be added to the chronological file for the student so any patterns of concern become more evident over time see school concern form. (Appendix 3).

Allegation against a member of staff or volunteer

If you are concerned that a member of staff or adult in a position of trust poses a risk of harm to a child or young person or that they might already have harmed a child or young person, you should report your concerns to the Head of School. Where those concerns relate to the Head of School however, this should be reported to the Chair of Governors using the school's Whistleblowing Policy.

Should an allegation involve a staff member or volunteer then the Local Authority Designated Officer (LADO) is to be informed within one working day. The LADO will then advise and where a child protection strategy discussion/meeting is needed, or it is clear that police or Children's Social Care may need to be involved, advice about what information can be disclosed to the person will be agreed and included. Where it is, or becomes, clear that enquiries by Children's Social Care and/or police investigation are not necessary, there should be a discussion between the LADO and the employer about next steps. The nature and circumstances of the allegation and the evidence and information available will determine which of the range of possible options is most appropriate. The member of staff concerned may be suspended from contact with pupils until all investigations are completed. In such cases it will be made clear that suspension is entirely without prejudice and does not imply any presumption of guilt. Options range from taking no further action, to summary dismissal or a decision not to use the person's services in future informing the DBS when appropriate. If the nature of the allegation does not require formal disciplinary action, appropriate action should be instituted within three working days.

Children with sexually harmful behavior

A student may be harmed by other young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. All appropriate risk assessments will be carried out. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. It is an offence for any person over the age of 18 and in a position of trust to have a sexual relationship with a child under 18 even if it is consensual.

Disclosure and Procedures

If:

- a pupil disclose abuse; or
- a member of staff suspects abuse (at home, at school or between students); or
- a third party expresses concern; or
- a member of staff witnesses an abusive situation, then

Staff **must:**

- Respond without showing signs of anxiety, distress, or shock
- Enquire about the injury or distress calmly and without making judgment. Observe carefully the behaviour, body language and demeanor of the student. Listen carefully
- Record in detail as soon as possible what has been seen and heard
- Confidentiality must not be promised. If any information is disclosed that may cause harm to themselves or others, certain actions must be taken. Secrets are not an option.
- Report directly to the designated person without delay.

Remember only sufficient information is needed to clarify if something did or could have happened which may be a cause for concern. The child should be encouraged to say what he wants until enough information is gained to decide if a referral is appropriate. It is important not to interrogate, not to ask leading questions or prompt, just listen.

During a conversation with the student, staff should

1. Allow them to speak freely.
2. Remain calm and do not over react – the student may stop talking if they feel they are upsetting you.
3. not be afraid of silences – remember how hard this must be for the student, 'know' when to just listen.
4. use open questions such as; Tell me (can you tell me what happened?)
5. Explain (can you explain what you meant by?) Where did this happen? Where were you? When did this happen?
6. Not use ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what the student's mother thinks about all this.
7. At an appropriate time tell the student that in order to help them you must pass the information on.

8. Not automatically offer any physical touch as comfort. It may be anything but comforting to a student who has been abused.
9. Tell the student what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
10. Report verbally to the designated person.
11. Write up conversation as soon as possible and hand it to the designated person.

If an exchange is overheard between others - listen quietly and remain in the background. Record what is heard as verification/ witness statement.

Staff should not seek or wait for proof, investigate themselves or discuss the matter with anyone other than the designated person or senior staff involved.

Only CSG (Children's Social Care) and the police have the authority to investigate allegations of abuse.

It is the designated person's duty to follow the child protection procedures, and to liaise with other professionals and refer as appropriate as outlined in their guidance. This applies to all incidents of abuse including incidents of sexual exploitation, trafficking or explicitly risky or dangerous behaviour.

All recorded information and details will be kept in the CP secure/locked filing system for each individual child with a chronology of events. Computer records will be password protected and the main school file tagged to acknowledge this. The Governor with responsibility and/or Chair of Governors will be notified and also in the case of a serious incident.

Professional Confidentiality

A student cannot be promised confidentiality where an allegation suggests possible harm.

While normally consent to the sharing of personal information is required, law permits the disclosure of confidential information necessary to safeguard a child or children. The student's local authority will advise as to whether or when the parents or carers should be informed. Wherever possible, consent should however be obtained before sharing information with third parties. (*Data Protection Act 1998 European Convention on Human Rights, Article 8*) In some circumstances obtaining consent may not be possible or in the best interest of the child. Disclosure should be justifiable according to the facts of the case and legal advice should be sought if in doubt.

Students who may be particularly vulnerable

Some students can be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to all students at St John's.

Seven golden rules

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
2. Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice (from your manager, supervisor or designated safeguarding person) if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgment, that lack of consent can be overridden in the public interest (because it amounts to a possible child protection issue). You will need to base your judgment on the facts of the case.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is

shared in a timely fashion, and is shared securely.

7. Keep a record of your decision and the reasons for it; whether it is to share information or not. If you decide to share, then record that fact.

Child protection records are normally exempt from the disclosure provisions of the *Data Protection Act*, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the head of school teacher

Record Keeping

Records should be clear, concise, detailed, factual and not represent opinion. If handwritten they should be written in black ink, dated and signed.

Incidents should be reported on Safeguard, our record keeping system on the web. If access to Safeguard is not possible, then a school concern form should be completed and handed to the DSP if appropriate. Appendix 3

Students

Students should know the following:

1. The school rules
2. Who they can talk to if they have a worry or a concern
3. That they will be listened to and taken seriously if they are unhappy about anything or wish to make a complaint
4. That the school takes seriously issues such as bullying, inappropriate sexual behavior, cyber-bullying etc. and that it will do its best to protect their interests
5. That the school will act to protect their rights and will do all it can to protect their safety

Staff

Staff should know the following:

1. The practices, procedures, rules etc. that are contained in school policies and the Sisters' Handbook (available electronically on Teachers Store or from the school office).
2. That all staff have a duty to work together to ensure the highest standards of safety and care of the students and understand the categories of abuse i.e. physical, sexual, emotional and neglect.
3. That staff have a duty to report to a senior member of staff any conduct by their colleagues which contravenes agreed school practice or in any way poses a risk to a student's safety
4. That if they consider that the school's senior management team (SMT) have not dealt correctly with child protection issues, they can consult the Chair of Governors,

Do:-

1. Take all child protection issues seriously
2. Be ready at all times to listen to students and respond to their concerns
3. Ensure that appropriate action is taken even if this involves reporting the inappropriate behaviour of fellow members of staff
4. Develop good, trusting relationships with the student's within professional boundaries.
5. Remember that there are risks involved if you have physical contact with students. Physical contact is not discouraged but you must protect yourself by ensuring that your actions are made in an open and appropriate way where other adults can witness them.
6. Understand physical contact should be limited to the following approved forms: an arm (briefly) around a child's shoulders, perhaps holding a child's hand if the child is fearful or there is a risk such as crowds or traffic, and contact needed during physical intervention with a child.
7. Birthdays and other special occasions should be celebrated and acknowledged but

as a team and not with individual gift giving.

8. Act as though you are in the position of a responsible parent
9. Consider and try to ensure the students' physical safety at all times
10. Maintain vigilance with regard to the students' mental and physical state to ensure that signs and symptoms of abuse are not missed
11. Protect your safety by ensuring that other staff are aware when working 1;1 or your duties might place you at risk, i.e. when applying medication, washing students, restraining students etc.
12. Remember at all times to be an appropriate role model. Guard against students' exposure to inappropriate material, video/literature/mail/e-mail/internet.
13. Keep accurate records which should be clear, concise, detailed, factual and not opinion. Notes may be typed or handwritten in black ink, dated and signed.
14. Only share confidential information with essential staff and the external agencies which may become involved.

Don't:

1. Ignore children if they are trying to tell you that something is wrong. This may be verbal or non-verbal.
2. Miss obvious signs of abuse, i.e. bruising, fear, neglected personal care.
3. Allow students to become over familiar with you or allow inappropriate physical contact with students. Such behaviour and contact without cause would at the very least raise concerns about appropriate professional practice.
4. Allow students into your home without the permission of the head of school.

5. Contact, arrange meetings with or visit students at home during holidays or term time periods without the permission of the head of school. This includes both direct or indirect contact with current students and those who have left the school care.
6. Act in any way that could be misconstrued or put you at risk (e.g. school cameras are available to record activities and trips)
7. Forget to be vigilant when boys and girls are together.
8. Forget to complete the appropriate forms when there have been incidents with pupils or when restraint has been necessary.
9. Hesitate or delay in speaking to the designated person or a senior member of staff if you have any concerns about child protection issues.
10. Assume that your concerns have been dealt with - always ask for confirmation.
11. Discuss confidential information casually with parents and refer any questions to the Head of School, the Chair of Governors or the Complaints procedure.

Additional Policies in Place

In addition to the guidelines in this policy, please see other related policies as they are all interlinked:

- Anti-bullying policy
- Managing Challenging Behaviour policy
- E-Safety policy
- PSHE policy
- SRE policy
- ICT Policy
- Sisters' Handbook
- Safer Recruitment Policy
- Freedom of Information Policy
- Staff supervision and appraisal policy

APPENDIX 1.

All contacts within the school with designated responsibility for Child Protection can be contacted on the School Office number 020 8504 1818

Designated Senior Person responsible for Child Protection in school

Corne DeBeer: cornedebeer@stjohnsrcschool.co.uk

Deputy Designated Safeguarding Lead

Wendy Killilea: wendykillilea@stjohnsrcschool.co.uk

Governor with responsibility for Child Protection Sr. Julie Rose

Chair of Governors

Teresa Baumann (Contact via school office)

Trustee Responsibility for Safeguarding: Sister Angelo Roncalli

In the absence of the designated leads from school, notification of any concern should be to Laura Baker, Wendy Harris.

Any allegation against the Head of school or Governors should be referred either via the designated person or directly to the LADO. (Local Authority Designated Officer)

APPENDIX 2.

Contacts external to the school for Child Protection – may be subject to change

LADO CONTACTS

Barking and Dagenham Safeguarding Children Board

Room 119,
Town Hall
Barking
Essex
IG11 7LU

Email lado@lbbd.gov.uk

Contact: Lorraine Giles 0208 227 2265 lorraine.giles@lbbd.gov.uk

For Education & Early Years matters:

Mike Cullern 0208 227 3934 mike.cullern@lbbd.gov.uk

MASH number is 020 8227 3811.

Enfield

Charles Bavage House,
1 Orton Grove,
Enfield
Middx.
EN1 4TU

Email andreas.kyriacou@enfield.gov.uk

Contact: Andreas Kyriacou Tel 0208379 2850

Head of Safeguarding: Maria Anastasi tel 020 81320373 mob 07908 139506

Social Services

Looked after service: Ms. Karen Alderton 020 8379 2507/2618

Essex

Quality Assurance & Safeguarding Services,
70 Duke Street,
County Hall,
Chelmsford,
Essex.
CM1 1JP

Email Childrens.safeguarding@essex.gov.uk
LADO@essex.gov.uk

Contact: Rebecca Scott (LA Designated Officer) 03330134080 mob:07738884984

Duty LADO line for new referrals is 03330139797

Children and Families hub: 0345 603 7627

Out of hours or bank holidays, call the emergency duty team on 0345 606 1212.

Hackney

Hackney Service Centre,
1 Hillman Street,
Hackney
E8 1DY

Email
LADO@hackney.gov.uk Tel: 020 8356 4569

Social Services Duty Team 020 8356 5500

Havering

Mercury House,
Mercury Gardens,
Romford,
Essex
RM1 3SL

Email Eileen.collier@haverling.gov.uk

Contact Eileen Collier Tel: 01708 434315

Social Services Team Leader 01708 434343

Islington

3 Elwood Street,
London
N5 1EB

Head of Safeguarding: Laura.eden@islington.gov.uk

LADO: Timur Djavit Tel: 020 7527 8101

Alternative contact: 020 7527 8102

LADO referrals: LADO@islington.gov.uk

Newham

Newham Dockside
Dockside Road,
London
E16 2QU

Contact: Nick Pratt or Alex Mihu

Email: lado@newham.gov.uk

Telephone: 0203 3733803 / 0203 3736706

APPENDIX 3

School concern form

Use this form to record any concern about a child's welfare and give it to the designated senior person for child protection.

If you suspect the child may be suffering abuse or neglect, or you have received a disclosure of abuse from a child, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the designated person today.

CAUSE FOR CONCERN NOTIFICATION FORM (Safeguarding)

Details of person reporting the concern

Name:

Job title:

Details of the person for which you have concern

Name:

Pupil or staff

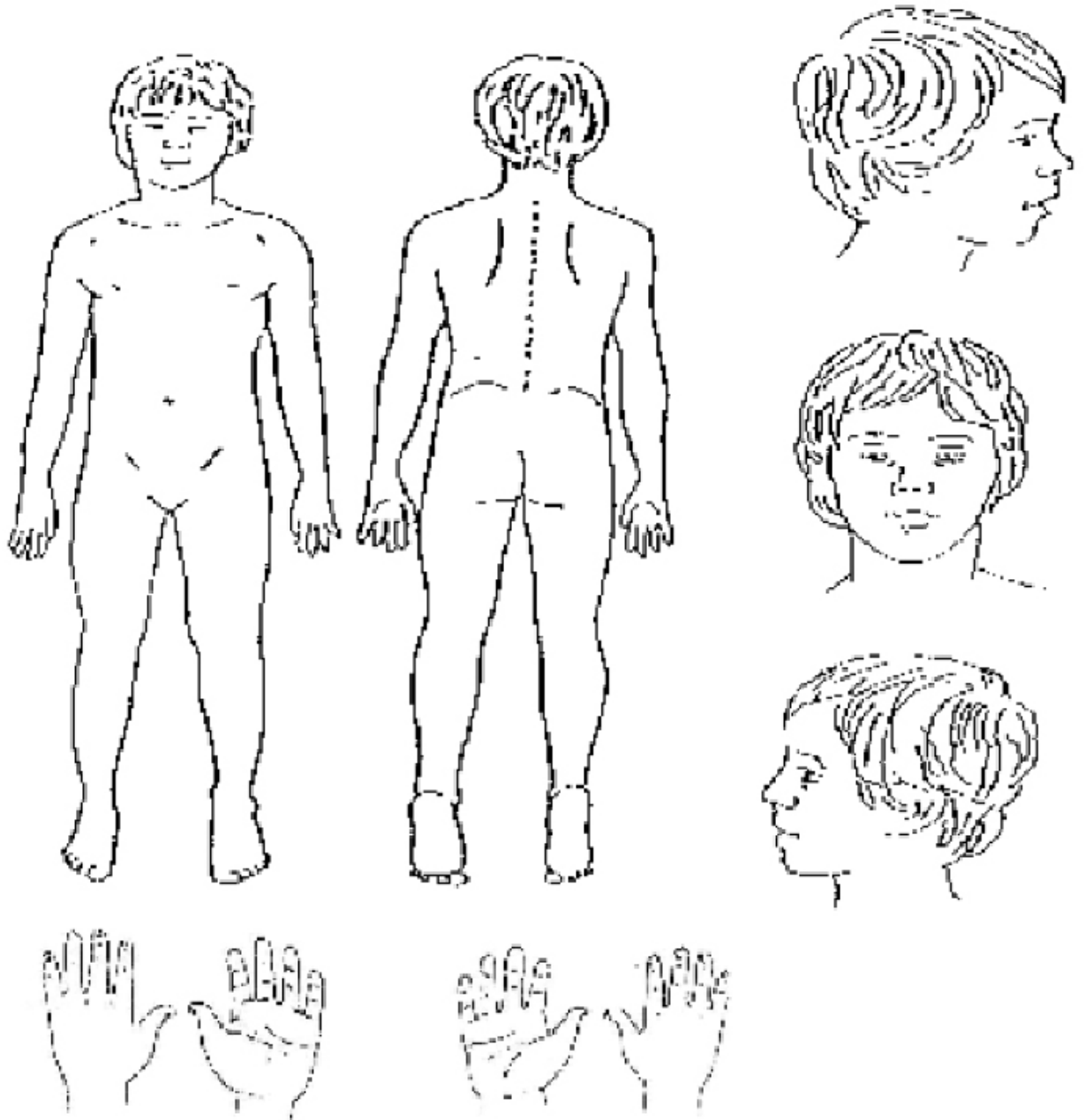
Class/Area

Details of concern

What action has been taken so far?

Signed

Date:



Flowchart for Raising Safeguarding Concerns about a Child/Young Person

