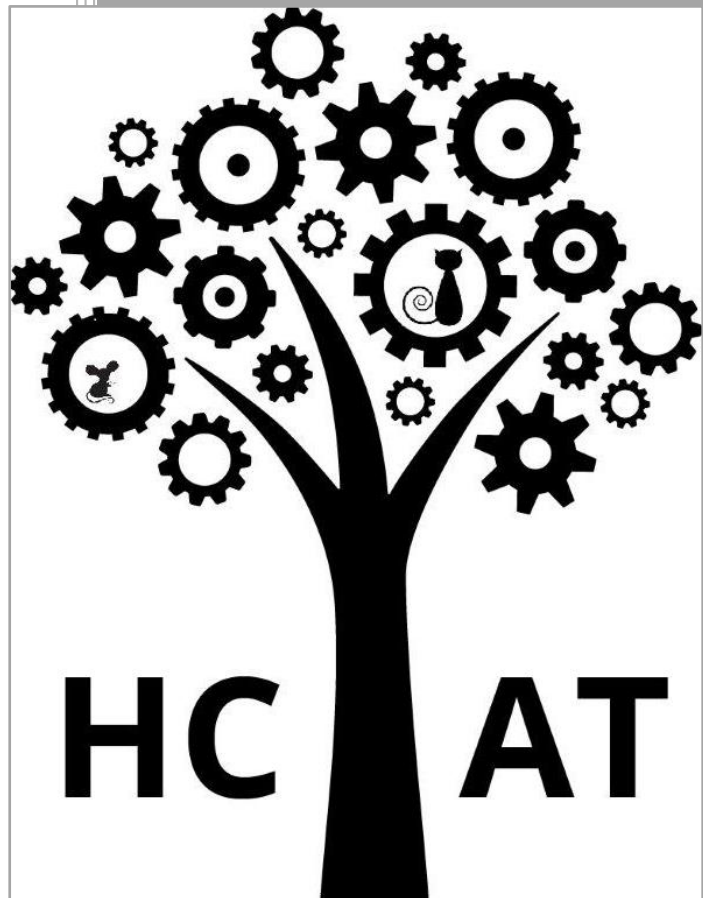


Hoyland Common Academy Trust
Safeguarding and Child Protection Policy



HOYLAND COMMON ACADEMY TRUST SAFEGUARDING AND CHILD PROTECTION POLICY 2016

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Aims of this Policy

To ensure that children are effectively safeguarded from the potential risk of harm at schools within Hoyland Common Academy Trust and that the safety and well-being of the children is of the highest priority in all aspects of the school's work. To help the school maintain its ethos whereby staff, pupil, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate. Safeguarding and promoting the welfare of children is everyone's responsibility, in and outside of school.

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Purpose of this Policy

To ensure that all members of the school community:

- Are aware of their responsibilities in relation to child protection.
- Know the procedures that should be followed if they have a cause for concern
- Know where to go to find additional information regarding safeguarding
- Are aware of the key indicators relating to child abuse
- Fully support the school's commitment to safeguarding and child protection
- To ensure that wherever possible Safeguarding is proactive and not reactive

1 PRINCIPLES

1.1 Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State. This policy is written in conjunction with "Keeping children safe in Education July 2016", Education and Inspection Act 2006, Working Together to Safeguard Children 2013 & 2015 and the Children and Families Act 2014.

1.2 This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse.

1.3 We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged. We have a duty to ensure that every child has a voice and that their perspective, opinions and feelings are listened to and recorded.

1.4 We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) across the MAT, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

1.5 The MAT seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The MAT hopes that parents and children will feel free to talk about any concerns and will see their school as a safe place if there are any difficulties at home.

1.6 Children's worries and fears will be taken seriously if they seek help from a member of staff. The voice of the child will be sought and recorded should they be of an age they are able to converse their concerns, issues and opinions and describe their feelings to add context and importance to the impact of the concern directly on their perspective of the situation. However, staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

1.7 In our schools, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by Barnsley Safeguarding Children Board.

1.8 As a consequence, we

- assert that teachers and other members of staff (including volunteers) in our schools are an integral part of the child safeguarding process;
- accept totally that safeguarding children is an appropriate function for all members of staff in our schools, and wholly compatible with their primary pedagogic responsibilities.
- recognise that safeguarding children in our schools is a responsibility for all staff, including volunteers, the Governing body and the Board of Trustees;
- will ensure through training and supervision that all staff and volunteers in our schools are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for coordinating action within each individual school and liaising with other agencies;
- ensure (through the designated member of staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Barnsley Safeguarding Children Board (BSCB) and also receive annual up dates.
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated member of staff, who will refer on to Children's Social Care in accordance with the procedures issued by Barnsley Safeguarding Children Board.
- safeguard the welfare of children whilst in our schools, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or internet technologies
- will ensure that all staff are aware of the child protection procedures established by Barnsley Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them;

- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our schools are suitable to work with children. Those responsible for recruitment will have had the appropriate training.
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children. All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

2 DESIGNATED MEMBER OF STAFF

2.1 The designated senior member of staff (designated person) for safeguarding protection in this school are: Billy Fallon (Head of School) and Sue Harrison (Deputy Head Teacher)

2.2 In their absence, these matters will be dealt with by: Tom Banham (Executive Headteacher / CEO)

2.3 The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers, governors and trustees to draw upon.

2.4 Our schools recognise that:

- the designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in our schools.
- all members of staff (including volunteers) must be made aware of who this person is and what their role is.
- The designated person will act as a source of advice and coordinate action within our schools over child protection cases.
- The designated person will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- They should possess skills in recognising and dealing with child welfare concerns.
- Appropriate training and support should be given.
- The designated person is the first person to whom members of staff report concerns.
- The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the BSCB.
- The designated person is not responsible for dealing with allegations made against members of staff.

2.5 To be effective they will:

- Act as a source of advice, support and expertise within their school and be responsible for coordinating action regarding referrals by liaising with Children's Social Care and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by the Barnsley Safeguarding Children Board.
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, ask the Designated Safeguarding Lead to investigate further.
- Ensure each member of staff and volunteers in our schools, and regular visitors (such as Education Welfare Officers, Connexions personal advisors, trainee teachers and supply teachers) are aware of and can access readily, this policy or a summary of the policy. Each school must have a robust visitors signing in and out procedure.
- Liaise with the head teacher (if not head teacher) to inform him/her of any issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the designated Trustee / governor for child protection regarding this.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
- Ensure parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child. Each school to post a copy of their policy on the school website.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15 day national requirement, separately from the main file, and addressed to the designated person for child protection.
- Where a child leaves and the new school is not known, or parents or carers have elected to home school, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

2.5 The designated person also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case
- Have a working knowledge of how Barnsley Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required, to enhance the implementation of the Child Protection Plan.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers, governors and Trustees.
- Make themselves (and any deputies) known to all staff, volunteers, governors and Trustees (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

3 DESIGNATED GOVERNOR

The Designated Governor for Safeguarding at this school is: Mrs K Flanagan

3.1 Child protection is important. Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

3.2 The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.

3.3 The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school;
- Termly meeting with designated safeguarding governor with an agreed focus. (Records of these meetings will be kept.)
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
- Child protection is integrated with induction procedures for all new members of staff and volunteers
- The school follows the procedures agreed by Barnsley Safeguarding Children Board, and any supplementary guidance issued by the Local Authority
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity
- Where safeguarding concerns about a member of staff are raised, take appropriate action in line with BSCB Allegations against Staff Procedures and BMBC Disciplinary Procedures.

4 RECRUITMENT

4.1 In order to ensure that children are protected whilst in our schools, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

4.2 We accept that it is our responsibility to follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education", in particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.
- DBS check e.g., through birth certificate, passport, new style driving licence, etc...

5 VOLUNTEERS

5.1 We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be recruited in line with BMBC Recruitment Policy.

6 INDUCTION & TRAINING

6.1 All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

6.2 All new staff to our schools (including volunteers) will receive child protection information ("What To Do If You Suspect A Child Is Being Abused) and a copy of this policy on starting their work at the school. Staff will also be directed to "Keeping Children Safe in Education document July 2016".

6.3 All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide this training through the designated person. Any new staff or volunteers who have not completed their Safeguarding Awareness Training will, as part of their induction, complete the on line safeguarding training at www.safeguardingchildrenbarnsley.com

6.4 Staff will attend refresher training every three years, and the designated person every two years. All staff will receive safeguarding updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

6.5 Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to designated safeguarding and expected procedures. (See induction policy)

6.6 All adults not employed by school are strongly encouraged to attend safeguarding training. Attendance at school training will be open to parent helpers, volunteers, extended schools providers, governors, Trustees and any other parties that come in to contact with children on a regular basis. These staff will also be signposted to the online training available via the Barnsley Safeguarding Children Board website.

6.7 For staff who are unable to access face to face Safeguarding awareness training the school expects them to complete online training as above. All NQTs and newly appointed staff are expected to have completed Safeguarding awareness training as part of their induction process.

6.8 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), gender based violence/sexual assaults and sexting.

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF) Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

7 DEALING WITH CONCERNS

7.1 Members of staff and volunteers are not required by the school to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns in line with DFE and BSCB Procedures. A 'Cause for Concern' is an action, observation or discussion that makes you feel anxious or worried about the well-being or safety of a child.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council directs staff to their local children's social care contact number

In Foundation Stage any incidents/ allegations of abuse must be dealt with as outlined in the welfare requirements of EYFS.

7.2 To this end, volunteers and staff will follow the procedures below;

- All causes for concern must be recorded immediately and in writing on the cause for concern record sheet by the person with the concern. Copies of the Cause for Concern sheet will be kept in all classrooms.
- This must then be passed to the designated teacher immediately, who will decide on the appropriate actions, completing the 'for designated teacher use' section of the cause for concern sheet.
- Even if this results in no further action a vulnerable pupils and family file would be raised. This will include:
 - Vulnerable Pupil Information Sheet
 - Monitoring record sheet
 - Cause for Concern Form
 - Sticker on the front of the folder indicating any other siblings
 - This folder is placed in the 'live' Vulnerable pupils and families section
 - Make other staff aware that a Vulnerable pupils and families file has been raised – raise in staff meeting/ briefing

Any further discussions, telephone calls or meetings in relation to the child must be recorded on the monitoring record sheet.

Designated teachers and other appropriate adults will hold a monthly meeting to discuss and review all live and dormant case files. This provides the opportunity for designated teacher to:

- Monitor that agreed actions have taken place
- Evaluate the impact of these actions
- Agree next steps
- Quality assure written records

Further meetings may be held should circumstances arise where more regular meetings are needed All further involvement and documentation must be stored in this file and nowhere else. Files will be stored in a secure place.

7.3 If it is felt that a concerns are not dealt with appropriately by the designated lead it should be further raised with them, if at this point there are still concerns the LADO should be contacted.

Procedure in case of designated teacher absence:

Contact other designated leads, if not possible

Phone designated teacher and ask permission to access files

7.3 We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of Barnsley Safeguarding Children Board.

7.4 Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

8 SAFEGUARDING IN OUR SCHOOLS

8.1 As well as ensuring that we address child protection concerns, we will also ensure that children who attend our schools are kept safe from harm whilst they are in our charge.

8.2 To this end, this policy must be seen in light of the MAT's policies on:

- Personal, Social and Health Education policy and Sex and Relationships Education policy; child protection issues will be addressed through the curriculum as appropriate.
- Anti-Bullying policy; the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, behaviours or actions that promote extremism or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home.
- Recruitment and Selection policy and Code of conduct for staff.
- Equality Policy
- Confidentiality Policy
- Behaviour Policy
- Health & Safety Policy
- Use of Force or control to restrain pupils policy
- Allegations against members of staff policy
- Internet & E-safety policy
- Whistle Blowing policy
- Induction policy
- Information sharing policy
- School Supervision Policy
- Children Missing Education Policy

9 PHOTOGRAPHING CHILDREN

9.1 We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

9.2 However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

9.3 We will not allow visiting professionals (eg students, sports coaches, visiting professionals delivering other activities) to photograph or film pupils during a school activity without the parent's permission.

9.4 We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

9.5 The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

10 CONFIDENTIALITY AND INFORMATION SHARING

10.1 The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

10.2 Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

10.3 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection. The designated member will then contact social care. Should the child be at immediate risk or the risk is likely to escalate as a result of sharing concern, the parents will not be notified of a referral to duty and assessment. In all other cases parents will be notified by the designated member

11 CONDUCT OF STAFF

11.1 Our schools have a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

11.2 At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

11.3 If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Barnsley Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action

11.4 An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults and staff working with children in schools across Hoyland Common Academy Trust, any member of staff who does not adhere to the policy will be subject to disciplinary procedures

11.5 An agreed Whistle Blowing policy in relation to safeguarding (appendix 1) has been agreed in order to support the school ethos where pupils and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.

11.6 There are a range of other mechanisms in place to ensure that pupils feel comfortable to express their concerns to adults for example:

- To the school learning mentor via concern boxes
- Through encouragement to discuss issues at school assemblies
- Via the school council meetings
- An open approach to discussing issues with staff

12 PHYSICAL CONTACT AND RESTRAINT

12.1 Members of staff may have to make physical interventions with children. Members of staff will only do this in line with school policy. (see Use of Force or Control to restrain pupils Policy)

13 ALLEGATIONS AGAINST MEMBERS OF STAFF OR VOLUNTEER

13.1 If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- Committed an offence against a child
- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children

13.2 The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSCB.

13.3 The head teacher, rather than the designated member of staff will handle such allegations, unless the allegation is against the head teacher, when the chair of governors will handle the school's response.

13.4 The head teacher (or chair of governors) will collate basic information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO). The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required

13.5 If the allegation is in relation to the head teacher follow guidance within the policy 'allegations against members of staff and volunteers' and whistle blowing policy

14 ALLEGATIONS MADE BY A CHILD AGAINST A CHILD

14.1 If a child makes an allegation that another child may have:

- Committed an offence against a child
- Placed a child at risk of significant harm

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSCB. Or in the case of a child in Children's Centre or Foundation Stage the allegation will be dealt with in line with EYFS Statutory Welfare Requirements.

15 BEFORE AND AFTER SCHOOL ACTIVITIES

15.1 Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

16 CONTRACTED SERVICES

16.1 Where the Governing Bodies contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

17 PARENTS & CARERS

17.1 This policy will be available to download from the school website. Paper copies are available on request from the school office. A parent friendly leaflet is also available.

18 PROVISION TO HELP PUPILS STAY SAFE

18.1 Safeguarding permeates through all aspect of the wider school curriculum. The following examples are not exhaustive but give a flavour for how safeguarding is promoted at schools across Hoyland Common Academy Trust.

Through a more personalised PSHCE programme that specifically meets the needs of our children, they learn to engage with others in a safe and mutually respectful way. Our robust anti-bullying policy is reinforced regularly. Pupils who have particular needs or difficulties in these areas are supported by a range of social and emotional support strategies and programmes, as well as receiving additional individual support from parents and staff.

Initiatives such as Peer Mediators, Sports leaders, Super stars, School Council and Bikeability, along with highly effective work with other agencies ensure that children are well-placed to keep themselves and other children safe in their everyday lives.

Appendix 1

Safeguarding Children: Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistleblowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistleblowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believe

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why
- Approach the Headteacher
- If your concern is about your immediate manager/Headteacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors, Margaret Marsh, or the Local Authority Designated Officer

- Make sure you get a satisfactory response - don't let matters rest
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern .

What happens next?

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence

Self reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"

(reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

Appendix 2: Definitions and Symptoms of Abuse

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse.

The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

Physical Abuse

A form of abuse which 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.

Symptoms:

Behaviour changes/wet bed/withdrawal/regression Finger marks

Frequent unexplained injuries Broken bones

Afraid of physical contact Cuts and grazes

Violent behaviour during role play Cigarette burns

Unwillingness to change clothes Cowering

Aggressive language and use of threats

Bruising in unusual areas

Changing explanation of injuries

Not wanting to go home with parent or carer

Neglect

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

Symptoms:

Lack of appropriate clothing Dirty

Cold – complaining of Body sores

Hunger – complaining of Urine smells

Unkempt hair No parental interest

Not wanting to communicate Behaviour problems

Attention seeking Lack of respect

Often in trouble – police Bullying

Use of bad language Always out at all hours

Lack of confidence – low self-esteem Stealing

Jealousy

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Symptoms:

Inappropriate behaviour – language Withdrawn

Change of behaviour Role play

Rejecting physical contact or demanding attention Rocking

Physical evidence – marks, bruising Knowledge

Pain going to toilet, strong urine Stained underwear

Bruising/marks in genital area

Drawing – inappropriate knowledge

Relationships with other adults or children for example, being forward

Female Genital Mutilation

At HCAT we believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although our school has no/few children from these backgrounds and consider girls in our school safe from FGM, we will continue to review our policy annually.

Post-FGM Symptoms include:

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear.

Longer Term problems include:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it alone.

Symptoms:

Crying Rocking

Withdrawn - not wanting to socialise

Cringing Bad behaviour

Aggression Behaviour changes

Bribery by parent Self infliction

Lack of confidence Attention seeking

Isolation from peers – unable to communicate Clingy

Afraid of authoritative figures

Treating others as you have been treated

Picking up points through conversation with children