



**ST. WINEFRIDES' SCHOOL**

**SAFEGUARDING POLICY**

**Part 3 – Welfare, health and safety of pupils – Safeguarding,  
(ISI, Regulatory Requirements)**

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## INTRODUCTION

**DESIGNATED SAFEGUARDING LEAD: SR. M. FELICITY**

**DEPUTY DESIGNATED SAFEGUARDING LEAD: MRS. F. DOYLE**

**DEPUTY DESIGNATED SAFEGUARDING LEAD: MR. R. GOODY**

**EYFS: DESIGNATED SAFEGUARDING LEAD: SR. M. FELICITY**

This policy applies to the whole school day including EYFS, out of school care and out of school activities in compliance with relevant legislation such as *Keeping Children Safe in Education (Sept. 2019)* KCSIE, *Disqualification under the Childcare Act 2006 (Sept. 2018)*, *What to do if you're worried a child is being abused (March 2015)*, **Information sharing (July 2018)**, **Statutory Framework for the Early Years foundation 2017**, **Working Together to Safeguard Children 2018**, *The Children Act 1989, 2004. Education Acts 1996 & 2002, Independent School Standards Regulations, 2016, Female Genital Mutilation Act 2003 - Serious Crime Act 2015. Counter-terrorism and Security Act 2015 and The Prevent Duty Guidance: for England and Wales revised July 2015, The Prevent Duty: Departmental advice for school and childcare providers, June 2015, How Social Media is used to Encourage Travel to Syria and Iraq – Briefing Note for Schools, DfE, 2015. The use of social media for on line radicalisation. July 2015* All safeguarding procedures are in line with Shropshire Safeguarding Partnership (replaced SSCB)

### **The purpose of the Policy**

St. Winefride's School recognises that it has an explicit duty to safeguard and promote the welfare of children (**Working Together to Safeguard Children July, 2018**). The overall intention and purpose behind the Safeguarding Policy is underpinned by the fundamental principle of the children Act 1989:

**'the welfare of the child is paramount'**

**And**

**'it could happen here' (KCSIE, 2019)**

**Safeguarding and promoting the welfare of the child is defined as**

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

**(KCSIE, 2019)**

## **EVERYONE in our school shares in keeping children safe by:**

- Providing a safe environment for our children to learn in.
- Supporting children's development in ways which will foster a sense of self-esteem and independence.
- Identifying and responding to children in need of support or protection.
- Working in partnership with children, young people, their parents, carers and other agencies in accordance with SSCB procedures.
- Considering what is the **best interests** of the child.
- Being aware of the systems within the school which support safeguarding.

## **SCHOOL COMMITMENT**

### **The school is committed to**

- Establishing and maintaining an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensuring all children have effective means of communication with more than one adult in the school.
- Giving opportunity for class or group discussions of thoughts and feelings in an atmosphere of trust, acceptance and tolerance.
- Including in the curriculum activities and opportunities for PSHE/Citizenship/RE/SMSC which equip children with the skills they need to stay safe from abuse.

## **ROLES AND RESPONSIBILITIES**

Our policy applies to staff, trustees and any volunteers working in the school.

- Our Designated Safeguarding Lead (DSL) is Sr. Felicity and our Deputy DSLs are Mrs. Doyle and Mr. Goody. Two of our Trustees have been appointed as Designated Safeguarding Leads. They are Mr. Tate and Mr. Strong.
- ALL ADULTS working with children have a responsibility to safeguard and promote the welfare of children. 'Everyone who comes into contact with children and their families and cares has a role to play.' (KCSIE, 2019)
- The Board of Trustees will undertake an annual review of the child protection policies and procedures. They will audit how effective the policy is and make any changes if necessary. All staff (including volunteers) will be informed of their responsibilities in referring concerns to the Designated Safeguarding Person. Each member of staff has a copy of the School Safeguarding Policy. Child Safeguarding Principles are outlined on page 7 of the staff handbook. Staff also have a hard copy of Part one: Safeguarding information for all staff (Keeping Children safe in Education, Sept, 2019). All staff working directly with children will also receive a copy of Annex A. A file containing information about Safeguarding in St. Winefride's is kept in the school office.
- Safeguarding procedures are also Audited by Shropshire Council.

- New staff will be informed of their responsibilities. (Code of Conduct, Staff Handbook, Employee Handbook, Safeguarding Policy, Pupil Behaviour policy, Missing Education Policy, Part One of KSCIE (Sept, 2019), Role of DSL & deputies, Online safety).
- The designated staff for child protection will receive training every two years.
- The designated staff will also keep up-to-date through forum meetings, reading, etc. at regular intervals.
- Designated staff will be available during term time for staff to discuss safeguarding issues.
- Staff will receive updates on developments.
- All staff will have training every three years.
- All staff will receive Prevent awareness training.
- All staff will receive on-line safety training.
- All staff will be made aware of the Early Help process and their role in it.
- The school will ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by providing information in the Parent Handbook. A copy of the policy will be made available to all new parents. In general, any concerns will be discussed with parents and agreement sought to make a referral unless such a notification would place the child at an increased risk of significant harm. Parents are requested to notify us of any accidents, incidents or injuries that may affect the child which will be recorded.
- The Head Teacher will inform staff about any child on the Child Protection Register.
- The school will work with relevant agencies e.g. social care, the police, health services and co-operate as required with any enquiries regarding child protection matters including attendance at case conferences when necessary. This includes sharing information. The Data Protection Act 1998 should be considered but 'fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. ALL ADULTS working with children have a responsibility to safeguard and promote the welfare of children. 'Everyone who comes into contact with children and their families and cares has a role to'. **(KCSIE, Sept. 2019)**
- Keep written records of concerns about children, when there is no need to refer the matter immediately.
- Ensure that all information is kept securely; separate from the main pupil file.
- Develop and follow procedures where an allegation is made against a member of staff or volunteer. (See below)

- Ensure that safe recruitment practices are followed. (Refer to page 6 and page 37 of the Employee Handbook and the Safe Recruitment Policy.)
- We do not allow the use of personal mobile phones/cameras in EYFS and across the whole school.
- School staff will only be allowed to use school cameras in school and on outings. **Telephone cameras are not allowed**. Photographs are taken in school to document achievements and activities and milestones in a child's life. In Early Years a mixture of photographs are taken that document children engaged in activities. Children are encouraged to use the camera to take photos. Cameras are not allowed in toilets.
- Parents are asked to give permission to allow photographs to be published in local newspapers and school site on the internet.

## **SPECIFIC SAFEGUARDING ISSUES**

### **MISSING CHILDREN**

'All staff should be aware that a child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities' (KCSIE, Sept. 2019). Potential safeguarding issues to be aware of include abuse, neglect, sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of children travelling to conflict zones, FGM and forced marriage.

Attention should be paid to children who go missing on repeated occasions.

#### **The local authority must be notified if:**

- a child has been taken out of school by parents and being educated outside the school system e.g. home educated.
- a child has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered.
- Has been permanently excluded.
- a child is removed at non-standard transitions.

The local authority must be notified as soon as possible when our school is about to remove a pupil from its register for any of the above grounds.

The local authority must be provided with the following information:

- a. The full name of the pupil
- b. Full name and address of any parent with whom the pupil lives;
- c. At least one telephone number of the parent with whom the pupil lives;
- d. The full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;
- e. The name of the pupil's destination school and the pupil's expected start date there, if applicable; and
- f. The grounds in regulation 8 under which the pupil's name is to be removed from the admission register. (Children missing education, Statutory guidance for local authorities, Dept. of Ed., Sept. 2016)

The local authority must be notified within 5 days when a pupil's name is added to the admission register at a non-standard transition point.

The local authority must be notified of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 days or more.

A school's right to remove a pupil from the register for non-return within 10 school days after an authorised leave of 10 days or more, or after 20 school days unauthorised absence ( in both cases, in the absence of illness or other unavoidable cause), does not arise until the school and the local authority have jointly made reasonable enquires as to the pupil's whereabouts and failed.

#### **Authorities must be notified**

- if there is an unexplained absence of more than two days of a pupil who is on the child protection register.

#### **SO-CALLED 'HONOUR BASED VIOLENCE' (HBV)**

Honour based violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse. (KCSIE, Sept. 2019)

If staff are concerned about a child, they should speak to the DSL or deputy.

## **FEMALE GENITAL MUTILATION (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure of the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. (KCSIE, **Sept. 2019**)

Staff should not examine pupils.

This mandatory reporting duty came into place on October 2015. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Failure to do so will face disciplinary sanctions.

Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

If there is a suspected case, teachers should follow our local safeguarding procedures.

## **FORCED MARRIAGE**

Forcing a person into marriage is a crime in England and Wales. It is a marriage 'entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.' (KCSIE, Sept. 2019). Advice and information can be received from the Forced Marriage Unit – 020 7008 0151 or [fmufco.gov.uk](mailto:fmufco.gov.uk).

## **PREVENTING RADICALISATION (See Preventing Extremism and Radicalisation Policy)**

### **The Prevent Duty**

Radicalisation refers to process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremist is the vocal or active opposition to our fundamental values, including the role of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Since July 2015 specified authorities, including schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism.' (KCSIE, Sept, 2019). This is referred to as the Prevent Duty.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding



lead (or deputy) make a referral to the Channel programme. The Channel programme provides a mechanism for schools to make referrals if they are concerned.

Any visiting speakers to the school will be supervised at all times. Where necessary an internet search will be undertaken. Permission must be received from the Headteacher before any invitations to speakers are sent.

### **ALLEGATIONS OF PEER-ON-PEER ABUSE**

**The school takes all such allegations very seriously and will not be tolerated.**

Children are capable of abusing their peers. This abuse can take many forms – verbal, physical, sexting, cyberbullying, banter, sexual touching, sexual violence and sexual harassment, initiation/hazing type violence, gender-based issues. Staff must be constantly alert to the possibility of this behaviour occurring.

Children are encouraged to report any forms of abuse that occurs to a member of staff.

Any instances should be immediately reported to the DSL or the deputy DSL.

These behaviours will then be investigated by management involving parents if/when necessary.

When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, advice will be sought from COMPASS immediately and this advice will be acted upon.

The school will also act to minimise the risk of peer on peer abuse by ensuring the establishment provides a safe environment, promotes positive standards of behaviour, has effective systems in place where children can raise concerns and provides safeguarding through the curriculum via PSHE and other curriculum opportunities. This may include targeted work with children identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others.

### **Sexual violence and sexual harassment between children in schools**

Sexual violence and sexual harassment **can occur between two children of ANY age** and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence includes rape, assault by penetration, sexual assault. (Sexual Offences Act 2003)

- One in five girls in England suffered physical violence from their boyfriend
- More than four in ten teenage schoolgirls aged between 13 and 17 in England have experienced sexual coercion.
- The rates of violence were higher for girls in England than in other countries.
- Nearly half-48% of girls reported instances of emotional and online abuse from their partners.
- Over a third of young boys in England admitted watching porn and held negative attitudes towards women

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to; violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualized environment. Sexual harassment can include sexual comments, sexual jokes or taunting, physical behaviour, online sexual harassment. This also includes 'upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

Staff should be aware of the importance of

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and not an inevitable part of growing.
- Not tolerating or dismissing sexual violence and sexual harassment as 'banter', 'part of growing up, 'just having a laugh; or 'boys being boys; and
- Challenging behaviours such as grapping bottoms, lifting skirts, flicking bras. Dismissing or tolerating such behaviours risks normalising them.

How staff respond to a report from a child is important. All victims must be reassured that they are being taken seriously and that they will be supported and kept safe. They should never be given the impression that they are creating a problem. A victim should never be made to feel ashamed.

The school will consider every report on a case-by-case basis.

Depending on the case, the school may decide to

1. Manage the report internally
2. Use the Early Help process
3. Make a referral to children's social care
4. Make a report to the police

Part 5 of Keeping children safe in education (KCSIE) is focused on responding to reports of sexual violence and sexual harassment between children and young people. This section mirrors the principle behind Part 4 of KCSIE, which is focused on managing allegations of adult on child abuse.

Staff receive training on this as part of their regular Safeguarding Training, also staff are due to receive specific training before this policy is due for review.

### **ONLINE SAFETY (see e-Safety policy)**

KCSIE 2019 identifies three area of risk:

- content: being exposed to illegal, inappropriate or harmful material e.g. pornography, fake news, racist or radical and extremist views.
- contact: being subjected to harmful online interaction with other users e.g. commercial advertising as well as adults posing as children or young adults.
- conduct: personal online behaviour that increases the likelihood of, or causes harm e.g. sending and receiving explicit images, or online bullying.

Children are taught about safeguarding including online safety through the curriculum and PSHE. School practices are designed to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisations, with particular attention to the safe use of the internet. Children should understand the risks posed by social media.

We will do what we reasonably can to limit children's exposure to these risks by using appropriate monitoring and filtering systems which does not lead to 'unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding'. (KCSIE 2019)

The e-safety policy addresses the use of mobile technology in school.

Latest resources from DFE [www.saferinternet.org.uk](http://www.saferinternet.org.uk) and [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

## **SEND**

Children with SEN and disabilities can face additional safeguarding issues (KCSIE 2019). We will ensure that:

- we will not assume that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without future investigation.
- Children with SEND are not disproportionately impacted by bullying or peer group isolation
- Communications barriers and difficulties are addressed.

## **PROCEDURES**

- Any member of staff concerned about an issue relating to Child Protection or reporting any concerns regarding children at risk (or those in need) must discuss it immediately with the Designated Lead, Sr. Felicity, or in her absence, Mrs. Doyle or Mr. Goody.

**Note: If, at any point, there is a risk of harm or immediate serious harm to a child a referral should be made to children's social care immediately. ANYBODY CAN MAKE A REFFERAL. Where referrals are not made by the DSL the DSL should be informed as soon as possible, that a referral has been made. (KCSIE, 2019)**

- The Designated Lead will then take the appropriate course of action based on Shropshire Safeguarding Partnership (SSP) guidelines. The school will always take informal advice from the children's social care before taking any action. This includes incidents where one pupil makes an accusation against another child in the school.

- Parents will be made aware that the school has a responsibility for the welfare of the children and therefore the relevant agencies will be informed if the school is concerned about any child. This information for Parents/Carers will be presented in the Parent Handbook.

## DEALING WITH DISCLOSURES OF ABUSE

**The school should not do anything that may jeopardise a police investigation.**

**This includes advice given by KCSIE, 2019 on responding to reports of sexual violence and sexual harassment**

- ❖ Stay calm and listen carefully and with respect
- ❖ Listen carefully to the child, being non-judgemental. Do not use leading questions and only prompt the child when necessary with open questions – where, when, what etc. and without frightening or pressurising the child
- ❖ Reassure the child
- ❖ Tell the child that the information will have to be passed on but only to people who need to know.
- ❖ Inform the designated senior person who will make decisions regarding who needs and has to right to know.
- ❖ Where there is a safeguarding concern, the school should ‘ensure that the child’s wishes and feelings are taken into account when determining what action to take and what services to provides.  
Systems should be in place for children to express their views and provide feedback. (KCSIE, 2019)
- ❖ However, the member of staff must make it clear to the student **that confidentiality cannot be guaranteed in respect of child protection issues.**

## RECORDING INFORMATION

- When there is a suspicion of harm and a referral is made, as much information as possible should be passed on. It is essential that accurate records are kept when there is a concern about the welfare of a child. All records are subject to the Freedom of Information Act (2000) and the Data Protection Act (1998). If there is a doubt as to the rights of certain parties to have access to the information, the designated person will seek legal advice before releasing the information.

## RECORD

- Full name, date of birth and home address of child
- Details of the parent the child normally lives with.
- Record date, time, place.
- Record the information given without interpreting it.
- Record the exact words used by the child if a disclosure is made and the name of others present.

- If physical injury is involved, record observations and use the body pictures provided. (Use body map to record site of the injuries).
- Actions taken
- Practitioner's printed name, role and signature, dated and timed.
- Clearly written report that cannot be erased or added to **must be made within 48 hours.**

### **CONFIDENTIALITY**

- Information will only be shared with the people, agencies that need to know. All information shared must remain CONFIDENTIAL.
- All written records will be kept securely by the DSL.

### **EARLY HELP - EARLY INTERVENTION**

If we come across situations or concerns regarding children at risk (or those in need), or a situation which is not necessarily a child protection concern, but where we think a child may benefit from additional support from other agencies then the process known as EARLY HELP will be enacted. 'Early Help means providing support as soon as problem emerges at any point in a child's life, from the foundation years through to the teenage years. (Working Together to Safeguard Children 2018). All staff should be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs.
  - Has special educational needs
  - Is a young carer
  - Is showing signs of being drawn into anti-social or criminal behaviour.
  - Is frequently missing/goes missing from home
  - Is at risk from modern slavery or exploitation
  - Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
  - Is showing early signs of abuse and/or neglect
  - Is at risk of being radicalised or exploited.
- 
- Concerns should be discussed with the DSL.
  - Any member of staff can make a referral to the children's social care but should inform the DSL as soon as possible.
  - The local authority should make a decision with one working day of a referral being made about the course of action to be taken.
  - Staff should follow-up if no information comes is forthcoming.
  - The case should be kept in constant review and a referral to children's social care should be considered if there is no improvement in the child's situation.

### **ALLEGATIONS AGAINST STAFF (also contained in Professional Code of Conduct**

Teachers and staff must protect themselves when meeting on a one-to-one basis with students and staff should bear in mind that even perfectly innocent actions can be sometimes misconstrued.

Where staff are working with children on a one-to-one basis e.g. music/singing lessons, doors should be left ajar if possible. Teachers are aware that the headmistress may visit at any time or other members of staff.

### **Managing cases of allegations against teachers and other staff**

Managing cases of allegations against teachers and other staff will follow the guidance given in Part 4 of KCSIE (2019)

This guidance will be used in respect of all cases in which it is alleged that a teacher or a member of staff (including volunteers) in a school that provides education for children under 18 year of age has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

All unnecessary delays will be eradicated.

Allegations must be reported to the Designated Lead who is also Headteacher. If the Designated Lead is not available or if the allegation is made against the Headteacher, then the Chair of the Trustees, Mr. Charlesworth-Jones should be informed without informing the Head.

No investigations will be undertaken without prior consultation with the LADO or in the most serious cases, the police, so that statutory investigations will not be compromised.

From 1 October 2012, there are restrictions on the reporting or publication of allegations against teachers. The school will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/National College for Teaching and Leadership (HCTL) publish information about the investigation or decision in a disciplinary case.

## PROCEDURE

- Once an allegation has been made the LADO will be contacted immediately and advice will be taken and acted upon.
- Once an allegation is made a case manager and a designated officer will be appointed to manage the allegation
- The DSL has overall responsibility for oversight of the procedures for dealing with allegations, for giving advice, liaising with agencies and monitoring progress of the case to ensure that is dealt with as soon as possible.
- It is expected that 80% of cases should be resolved within one month, 90% within three months and all but the most exceptional cases within 12 months.
- Initial discussions between the case manager and designated officer will consider the nature, context and content of the allegation and decide on a course of action. If there is evidence, the case manager may want to involve the police immediately. If evidence is not available, consideration should be given to whether police involvement is necessary. Information will be shared regarding previous history, if the child or family have made previous allegations.
- The following definitions are used when determining the outcome of allegation investigations.
  - Substantiated: There is sufficient evidence to prove the allegation.
  - Malicious: There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
  - False: there is sufficient evidence to disprove the allegation;
  - Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- At this stage a decision may be made that no further action is required. This decision must be recorded and justified by the case manager and the designated officer. Once an agreement is reached on what information to share and by whom, the individual will be informed in writing. A decision will also be made regarding what action to take in respect of the individual and those who made the allegation.
- The individual accused will be informed by the case manager as soon as possible, providing as much information as possible. However, if the police or children's social care services need to be involved, the individual will not be informed until these agencies have been consulted and agreement made on what information to disclose.
- If further investigation is required then the designated officer and the case manager will discuss how this will take place and by whom. A senior member of management may be appointed to do this.
- Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not know about it already. If the police

or other agencies are involved then these agencies should be consulted and agreement reached on what information to share. Parents should be kept informed of all progress and the outcome of the case where there is not a criminal prosecution and the outcome of disciplinary procedures.

- Parents should be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002.

### **Suspension**

The power for suspension lies with the Trustees. Social care services or the police cannot require the case manager to suspend the member of staff. However, advice can be sought from these agencies.

Once the case has been considered and discussed, we will follow advice as to whether to suspend or not. 'Suspension should not be the automatic response when an allegation is reported; all options to avoid suspension should be considered prior to taking that step. (KCSIE, 2019). As long as there are no objections to the individual continuing to work, alternatives to suspension should be considered – redeployment so that the individual does not have contact with the child/children concerned, providing an assistant to be present when the individual has contact with children, moving child/children to different class making sure that they understand that this is not a form of punishment.

If advised to do so, the member of staff will be suspended on full pay for the duration of the investigation; this is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process. If suspended, the individual will be informed in writing within one working day and reasons given. During the suspension the individual will be kept informed by a named representative of the progress of the case and other work-related issues.

### **Support**

The individual will be informed about the allegations or concerns as soon as possible and about the process of the investigation taking place, unless there is an objection from the police or children's social care services.

Every support will be offered to the individual to minimise the stress resulting from any investigation. The individual should be advised to contact their trade union representative, if they have one, or contact a colleague for support.

If suspended, social contact with colleagues will not be prevented unless this contact would be prejudicial to the gathering and presentation of evidence.

If the suspended individual is allowed to return to work at the conclusion of a case, then the case manager should decide how to facilitate this e.g. a phased return, support to be provided, provision of mentor, and contact with the child/children who made the allegation.



### **Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity until such point where the person is charged with an offence or the Secretary of State or GTC of Wakes publish information about an investigation or judgement.

Advice should be taken from the designated officer, the police or children's social care services to agree on:

- who needs to know and what information is to be share;
- how to manage speculation, leaks and gossip;
- what, if any information can be reasonably given to the wider community to reduce speculation;
- how to manage press interest if and when it should arise.

### **Record Keeping**

Allegations that are found to be malicious will be removed from personnel records. For all other allegations, a comprehensive summary of allegations, details of how the allegation was followed up and resolved, details of action taken and decisions reached, will be kept on the confidential personnel file of the accused, and a copy given to the accused. This record is important as it will provide accurate information if needed for future references or future DBS checks. The record will be kept until the person reaches normal retirement age or for a period of 10 years for the date of the allegation if that is longer.

### **Resignations and 'settlement agreements'**

If the individual resigns or ceases to provide their services, the allegation should still be followed up.

If the individual refuses to co-operate, the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the bases of the information available should continue.

'Settlement agreements' (compromise agreements) occur when a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future references. These should not be used if the individual refuses to co-operate or resigns before the person's notice period expires. These agreements will not prevent a police investigation where it is appropriate.

### **Criminal investigation of a prosecution**

The designated officer will be informed by the police when a criminal investigation and any trial is completed or if it is decided to close an investigation without charge or not to continue to prosecute the case after person has been charged. A decision will then be made as to how to proceed. The options will depend on the circumstances of the case and the result of the investigation or trial.

### **Malicious or unsubstantiated allegations**

If the allegation is deemed to be malicious or unsubstantiated then the designated officer should refer the matter to children's social services. If the allegation is deemed to be invented or malicious, the headteacher should consider disciplinary action against the pupil; or the police should be asked to consider action against the person responsible, even if he or she was not a pupil.

### **Duty**

It is the duty of the school to report to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult;

- where the harm test is satisfied in respect of that individual;
- where the individual has received a caution or conviction for a relevant offence, or there is reason to believe that individual has committed a listed relevant offence;
- and that individual has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. Referrals should be made as soon as possible after the resignation or removal of the individual. (KCSIE, 2019)

Independent Schools are also under a duty to consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate.

### **Review**

At the end of the case, a complete review should be made to ensure that improvements are made to policies and procedures if necessary.

## **WHISTLEBLOWING**

**(See page of 22 of Employee Handbook – Making a Protected Disclosure)**

Whistleblowing is a mechanism by which adults can voice their concerns in good faith, without fear of repercussions the behaviour by colleagues that raise concerns. Regardless of source, concerns will be recorded and reported to the designated practitioner or appropriate agency.

**Next Review Date: December or before depending on updates or new legislation**

**Last Reviewed:**

**October 2019**

Previous Reviews:

September 2019  
January 2019  
December 2018  
September 2018  
February 2018  
September 2017  
September 2016  
April 2016  
November 2015  
July 2014  
January 2014  
July 2013  
April 2013  
November 2012  
February 2012

**Next Review Date:**

July 2020

## **IMPORTANT TELEPHONE NUMBERS**

### **CHILD PROTECTION REFERRAL NUMBERS**

Sr. M. Felicity – Designated Safeguarding Lead  
for whole school including EYFS. 01743 369883

Mrs. Doyle  
Deputy Designated Safeguarding Lead 01743 369883

Mr. Goody  
Deputy Designated Safeguarding Lead 01743 369883

Mr. E. Tate  
Trustee – DSL 07976443742

Mr. Strong  
Trustee – DSL 07754176733

Shropshire Council Initial Contact Team  
Compass (FPOC) 0354 678 9021

[www.gov.uk/report-child-abuse-to-local-council](http://www.gov.uk/report-child-abuse-to-local-council)

Out of Hours Emergency Social Work Duty Team  
After 5pm and at weekends 03456 789040

Local Authority Designated Officer (LADO) 0345 678 9021

Consultation with and Early Help Advisor 03456 789021

Early Help Service Manager 01743 250400

Telford and Wrekin Referral Number 01952 385700

Police Public Protection Unit (West Mercia) 0300 333 3000

[www.shropshire.gov.uk](http://www.shropshire.gov.uk) click 'report it' button  
on home page

Victim Support 01743 362812

Childline 0800 1111

Samaritans 08457 909090

Axis (Shropshire) 01743 357777

Mental Health Helpline	0900 107 7057
NSPCC	0808 800 5000
NSPCC Local Office	01743 281980
Child Trafficking and Advice Centre (CTAC)	0800 107 7057
Enquiries about services for children and young people (Shropshire Council Information Service)	03456 789008
Shropshire family information service	01743 254400
Domestic Abuse Hotline	0800783 1359
Mens advice line for victims of domestic abuse	08088 010327
Respect Helpline (for perpetrators of Domestic abuse)	0808 802 4040
Ofsted	0300 123 1231

PREVENTING EXTREMISM AND RADICALISATION
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**The designated lead should contact West Mercia Prevent Team:**

DS Phillip Colley  
01386 591835

DC Jamma Greenow  
01386 591825

DC Gary Shephard  
01386 591816

PC Manjit Sidhu  
01386 591815

The Prevent Team email is:  
[prevent@warwickshireandwestmercia.pnn.police.uk](mailto:prevent@warwickshireandwestmercia.pnn.police.uk)

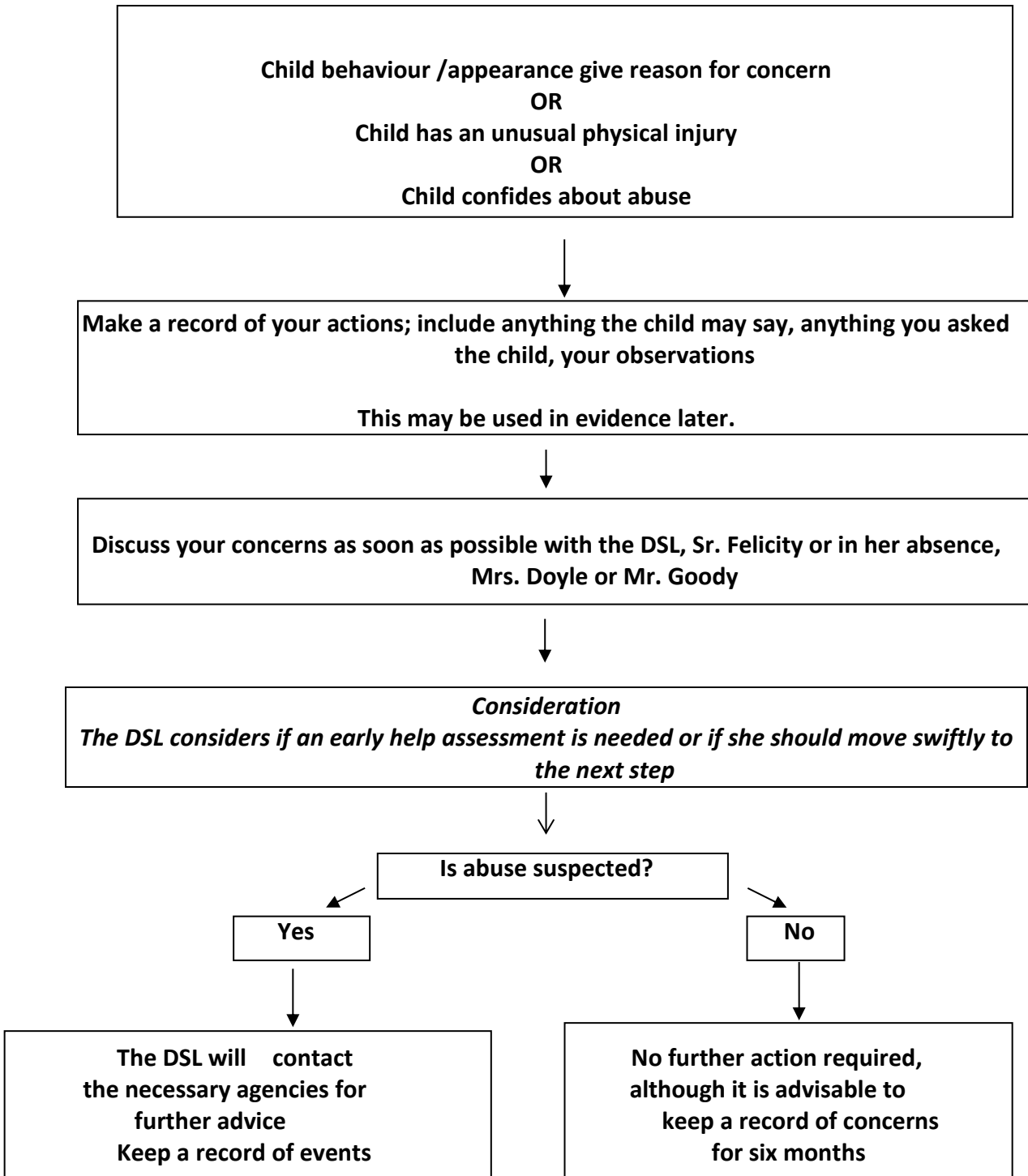
DfE helpline and mailbox for non-emergency advice for staff and trustees

020 7340 7264

[counterextremism@education.gsi.gov.uk](mailto:counterextremism@education.gsi.gov.uk)

**ST. WINEFRIDES'S SCHOOL**

**REPORTING PROCEDURES FOR SUSPECTED CASES OF  
CHILD ABUSE**



**CONCERN ARISES ABOUT A CHILD WHICH DO NOT GIVE CAUSE FOR IMMEDIATE ACTION**

**SHROPSHIRE'S SAFEGUARDING CHILDREN BOARD 2016**

**CONTACT  
COMPASS  
0345 678 9021**



**Information will be taken and recorded**



**This will be passed to the initial contact team (ICT)  
A senior social worker will review the information**



**A decision will be made as to what action to take and  
you will be informed of the decision.**

## **APPENDIX 1**

### **DEFINITION**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children. **(Working Together to Safeguard Children, 2018)**

### **TYPES OF CHILD ABUSE AND THEIR SYMPTOM**

See main document for Honour based violence (HBV), Female Genital Mutilation (FGM), Forced Marriage, Preventing Radicalisation, Peer on peer abuse, Sexual violence and sexual harassment between children in school

#### **Specific forms of abuse**

- 1. Physical Abuse:**
- 2. Sexual Abuse (inc. 'upskirting'):**
- 3. Emotional Abuse:**
- 4. Physical Neglect:**
- 5. Child Sexual exploitation**
- 6. Child criminal exploitation: county lines**
- 6. Female Genital Mutilation (FGM)**
- 7. Domestic abuse**
- 8. Controlling Behaviour**
- 9. Coercive Behaviour**
- 10. Grave Concern/at risk** — this is not a distinct category but is dealt with separately. A child can be at risk from any combination of the above categories.

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes. Each of the five categories will now be explored in more detail.

#### **1. Physical Abuse:**

This involves physical injury to a child, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Typical signs of Physical Abuse are:



- **bruises and abrasions** - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.
- **slap marks** — these may be visible on cheeks or buttocks.
- **twin bruises on either side of the mouth or cheeks** - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- **bruising on both sides of the ear** — this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- **grip marks on arms or trunk** - gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child; i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- **black eyes** – are mostly commonly caused by an object such as a fist coming into contact with the eye socket. **NB.** A heavy bang on the nose, however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- **damage to the mouth** – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- **bite marks**
- **fractures**
- **poisoning or other misuse of drugs** – e.g. overuse of sedatives.
- **burns and/or scalds** – a round, red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

## 2. **Sexual Abuse: (Working together to safeguard children, 2018)**

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.

### **3. Emotional Abuse:**

The persistent emotional maltreatment of a child such as to cause ever and persistent adverse effect on the child's emotional development. All abuse involves some emotional ill treatment - this category should be used where it is the main or sole form of abuse. 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

### **4. Physical Neglect:**

The persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive. Persistent stomach aches, feeling unwell, and apparent anorexia can be associated with Physical neglect. However, typical signs of Physical Neglect are:

- **Underweight** — a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.
- **Inadequately clad** – a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child' from thriving.

Physical Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedure in the case of neglect where the child's development is being adversely affected.

### **5. Child Sexual Exploitation (DfE Child Sexual Exploitation, Feb. 2017)**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;

- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

## **6. Child Criminal Exploitation : County lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

## **7. Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

### **Indicators**

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place can be found in H.M. Government Document – Multi-Agency Guidance on F.G.M. April 2016 pgs. 38-40.

## **8. Domestic Abuse**

**The cross-government definition of domestic violence and abuse is:** 'Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or, regardless of gender or sexuality'. The abuse can be psychological, physical, sexual, financial and emotional. **(Working together to safeguard children, 2018)**

## **9. Controlling Behaviour**

Controlling Behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

## **10. Coercive Behaviour**

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

### **10. Grave Concern/at risk:**

This is not a separate category of child abuse as such but covers a number of situations where a child may be at risk. Children whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a child shows symptoms of stress and distress (see below) and any of the following circumstances apply:

- there is a known child abuser in the family;
- another child in the family is known to have been abused;
- the parents are involved with pornographic material to an unusual degree;
- there is an adult in the family with a history of violent behaviour;
- the child is exposed to potential risk or exploitation via the Internet e.g. pornographic material or chat rooms.

### **The Symptoms of Stress and Distress:**

When a child is suffering from any one or more of the previous four 'categories of abuse', or if the child is 'at risk', he/she will nearly always suffer from/display signs of stress and distress.

An abused child is likely to show signs of stress and distress as listed below:

- a lack of concentration and a fall-off in school performance;
- aggressive or hostile behaviour;
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences;
- difficulties in relationships with peers;
- regression to more immature forms of behaviour, e.g. thumb sucking;
- self-harming or suicidal behaviour;
- low self-esteem;
- wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual physical abuse;
- disturbed sleep;
- general personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- a sudden change in school performance.

**Parental Signs of Child Abuse:**

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries;
- unwillingness to seek appropriate medical treatment for injuries;
- injured child kept away from school until injuries have healed without adequate reason;
- a high level of expressed hostility to the child;
- grossly unrealistic assumptions about child development;
- general dislike of child-like behaviour;
- inappropriate labelling of child's behaviour as bad or naughty;
- leaving children unsupervised when they are too young to be left unattended.