

Birkdale High School

NIHIL NISI BONUM



**Birkdale
High School**

Aspire - Thrive - Succeed

Safeguarding & Child Protection Policy



Birkdale High School Safeguarding & Child Protection Policy

Date of Policy: December 2015
Members of staff responsible: Assistant Headteacher
Review date: December 2016

1. Policy statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. This school is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns, which they have about their own safety, or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them 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.

We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in this policy apply to all staff and governors and are consistent with those of the local safeguarding children board (LSCB).

2. Policy principles

- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

3. Policy aims

- To provide all staff with the necessary information and training to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners
- Identify the names of responsible persons in the school and explain the purpose of their role
- Describe what should be done if anyone in the school has a concern about the safety and welfare of a child who attends the school

- Identify the particular attention that should be paid to those children who fall into a category that might be deemed 'vulnerable'
- Set out expectations in respect of training
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff
- Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff e.g. volunteers, contractors etc.
- Outline how complaints against staff will be handled
- Clarify how children will be kept safe through the everyday life of the school
- Outline how the implementation of this policy will be monitored

This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:

Anti-bullying; E-Safety; Administration of Medicines; Behaviour Management; Educational visits' Teaching & Learning; Code of Conduct

Safeguarding in our school is the responsibility of the whole school community. All adults working in the school, including staff, volunteers and students on placement are required to report instances of actual or suspected abuse or neglect to the Designated Safeguarding Lead who is a member of the school's leadership team.

4. Roles and Responsibilities

Key personnel

All schools must nominate a senior member of staff to coordinate child protection arrangements.

The Designated Safeguarding Lead (DSL) is: Mr David Pryor dpryor@birksdalehigh.co.uk

The Deputy Designated Safeguarding Lead (DDSL) is: Mr Gil Bourgade
gbourgade@birksdalehigh.co.uk

The Child Protection Assistant is: Mrs Joanne Donker jdonker@birksdalehigh.co.uk

The Safeguarding Governor is: Mrs Rebecca Pickett rpickett@birksdalehigh.co.uk

The Headteacher is: Mr Gil Bourgade gbourgade@birksdalehigh.co.uk

The DSL is the first point of contact for staff and also for external agencies that are pursuing child protection investigation and coordinates the schools representation at child protection conferences and review Core Group meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the attention of the notice of the DSL, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue. Where there is any serious doubt as to the seriousness of this concern, or there is disagreement between the DSL and the member of staff reporting the concern, advice will be sought from the DDSL or social care (Multi-agency Safeguarding Hub (MASH)). Any staff member can make a referral in an emergency or a genuine concern that appropriate action has not been taken.

The Designated Safeguarding Lead (DSL):

- is appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of LSCB procedures

- keeps written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a pupil with a child protection plan leaves the school, their information is passed to their new school and the pupil's social worker is informed
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood the Safeguarding and Child Protection Policy
- ensures that the Safeguarding and Child Protection Policy is updated annually
- liaises with the nominated governor and Headteacher as appropriate
- keeps a record of staff attendance at child protection training
- makes the Safeguarding and Child Protection Policy available to parents.

The Deputy Designated Safeguarding Lead is appropriately trained and, in the absence of the Designated Senior Person, carries out those functions necessary to ensure the on-going safety and protection of pupils. In the event of the long-term absence of the Designated Senior Person, the deputy will assume all of the functions above.

The Child Protection Assistant is appropriately trained and, in the absence of the Designated Senior Person and their deputy, carries out those functions necessary to ensure the on-going safety and protection of pupils. They are responsible for assisting the designated senior person, the deputy and any pupil or staff member who wishes to raise a safeguarding issue.

The governing body ensures that the school has:

- a DSP for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- a Safeguarding and Child Protection Policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher
- safer recruitment procedures that include the requirement for appropriate checks
- a training strategy that ensures all staff, including the Headteacher, receive child protection training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.

The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher.

An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

The Headteacher:

- ensures that the Safeguarding and Child Protection Policy and procedures are implemented and followed by all staff

- allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures
- ensures that pupils' safety and welfare is addressed through the curriculum.

5. Good practice guidelines

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice for all staff. Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's Safeguarding and Child Protection Policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

All staff should follow the 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' to ensure they follow the best practice both in and out of school.

6. Abuse of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The school expects all staff to adhere to the code of practice outlined in "Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings". This sets out our expectations of staff and is signed by all members of staff.

7. Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse/mental health issues
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying, including cyber bullying
- vulnerable to child sexual exploitation
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats.

Particular vigilance will be exercised in respect of pupils who are subject to a Child Protection Plan and any incidents or concerns involving these children will be reported immediately to the allocated social worker. If the pupil in question is a Looked-After Child, this will be brought to the notice of the Designated Person with responsibility for children in public care.

If a pupil discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue.

We will always ascertain the views and feelings (voice) of all children. The school acknowledges the additional need for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seekers status, the effects of substance abuse within the family, those who are young carers, mid-year admissions, pupils who are excluded from school and pupils where English is an additional language, particularly for very young children, using the translation service if necessary.

We acknowledge that children who are affected by abuse may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child-on-child behaviour and sexual activity within a Child Protection context.

The law requires Sefton Children's Services are notified of private fostering arrangements. Any privately foster children e.g. under the age of 16 (under 18 if disabled) who are cared for 28 days or more by someone who is not their parent or a close relative, that come to our attention will be referred to Children's Services. Close relatives are defined as step parents, grandparents, brothers, sister's uncles or aunts (whether full blood, half blood or by marriage).

8. Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a Designated Senior Person who will keep all parties informed and be the central point of contact.
- where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated for staff and pupil to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

9. Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, using sarcasm or humiliation as a form of control, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Headteacher and governors. An explanation of the complaints procedure can be found on the schools webpage. Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

10. If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code (appendix 2) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors.

11. Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the chair of governors.

The full procedures for dealing with allegations against staff can be found in *Safeguarding Children and Safer Recruitment in Education* (pp57-67). Further information is contained in the school's disciplinary procedures and;

Dealing with allegations of abuse against a teacher and other staff (Revised statutory guidance October 2012)

12. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff and governors will receive training during their induction. All staff, including the Headteacher (unless the Headteacher is the DSL) and governors will receive training that is updated at least every three years and the DSL will receive training updated at least every two years, including training in inter-agency procedures. Supply staff and other visiting staff will be given the school's Supply Staff Handbook.

All staff and Governors are expected to complete online training and complete the relevant course in Child Protection.

13. Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in *Safeguarding Children and Safer Recruitment in Education* (pp20-54) together with the local authority and the school's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Disclosure and Barring Service (previously known as the Criminal Records Bureau) as appropriate to their role
- be interviewed by a panel that includes at least one person who has completed Safer Recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's Safeguarding and Child Protection Policy and identification of their child protection training needs. All staff sign to confirm they have received a copy of the Safeguarding and Child Protection Policy. This record is kept by the Designated Senior Person.

Volunteers

Any parent or other person/organisation engaged by the school to work in a voluntary capacity with pupils will be subjected to all reasonable vetting procedures and Criminal Record Checks. There is no legal requirement to obtain DBS certificate for volunteers who are not in a regulated activity and who are supervised regularly on an ongoing day-to-day basis by a person who is in a regulated activity, but an enhanced DBS check without a barred list check may be requested following a risk assessment. Volunteers will be subject to the same code of conduct as paid employees of the school.

Voluntary sector groups that operate within this school or provide off-site services for our pupils or use school facilities will be expected to adhere to this policy. Premises lettings and loans are subject to acceptance of this requirement.

14. Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own Safeguarding and Child Protection Policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, we will check that effective child protection arrangements are in place. These arrangements are outlined in the School's Trip Policy.

15. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- ensure records of consent are kept by the designated senior person
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

16. e-Safety

Whilst at school pupils have access to a wide range of technologies both their own and provided by the school. Common equipment includes computers, mobile phones and portable gaming devices. Some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Birkdale High School takes every possible precaution to prevent misuse. We utilise monitoring software that prevents unacceptable images from being displayed whatever their source, it also monitors all activity on the school network and records any instances where keywords are typed or displayed. These words include those commonly used in bullying, abuse or even possible suicides. The Network Manager reviews this activity once a week and reports on pupil matters to Heads of Year and staff matters to the Headteacher. Any immediate concerns are passed on straight away to the relevant Head of Year and/or Designated Senior Person. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and we have produced a short factsheet to help parents and pupils understand the possible risks. This can be found in the Safeguarding Information for Parents Booklet and the Safeguarding Information for Pupils Booklet. Staff must follow the acceptable user policy held in school.

17. Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment of a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family, institutional or community setting, by those known to them, or more rarely by a stranger, e.g. via the internet. An adult or adults, or another child or children may abuse them.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

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

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs

of another person. Not letting them 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (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, although it may occur alone.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including prostitution, 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 penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not only perpetrated by men. Women can also commit sexual abuse as can other children.

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

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2010).

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year. All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the PSHE curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the headteacher and the DSP will consider implementing Child Protection procedures. To allow or condone bullying may lead to action taken under child protection procedures.

Child Sexual Exploitation

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children and young people may be tricked into believing they are in a loving, consensual relationship. They may be invited to parties and given alcohol and drugs. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional well-being; drug or alcohol misuse or displaying inappropriate sexualised behaviour. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with someone under the age of 18 years of age if

that person is in a position of trust or authority in relation to that young person. Non-consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or their family have been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years of age.

Where it comes to our notice that a child under the age of 13 years is, or maybe sexually active, whether or not they are a pupil from our school, this will result in an immediate referral to Children's social care. In the case of a young person between the ages of 13-16, a discussion should be had with the Sefton MASH team as to a referral being made. This will determine how and when information will be shared with the parents/carers and investigating agencies.

All staff must be aware of, and have a copy of, the warning signs and vulnerability checklist. The following are typical vulnerabilities in children prior to abuse: living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality), history of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect), recent bereavement or loss, gang association either through relatives, peers or intimate relationships (in cases of gang associated CSE only), learning disabilities, unsure about their sexual orientation or unable to disclose their sexual orientation to their families, friends with young people who are sexually exploited, homeless, lacking friends from the same age group, living in a gang neighbourhood, living in residential care, living in hostel, bed and breakfast accommodation or a foyer, low self-esteem or self-confidence, young carer.

Signs and behaviours of children who are already being sexually exploited are: missing from home or care, physical injuries, drug or alcohol misuse, involvement in offending, repeat sexually-transmitted infections, pregnancy and terminations, absent from school, change in physical appearance, evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites, estranged from their family, receipt of gifts from unknown sources, recruiting others into exploitative situations, poor mental health, self-harm, and thoughts of or attempts at suicide, in possession of large amounts of money, clothing and expensive items.

Female Genital Mutilation (FGM)

Female Genital Mutilation (sometimes known as female circumcision) refers to the procedure that alters or causes injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls and women's bodies. FGM causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth, also causing dangers to the child. It is practiced by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM is practiced in 28 different African countries as well as part of the Middle East and Asia. The practice is illegal in the UK. It has been estimated that 20,000 girls under the age of 15 years are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. The girls may be taken to their country of origin so that FGM can be carried out during the summer holidays, allowing them time to 'heal' before they return to school. Some girls may have FGM performed in the UK. FGM is child abuse and a form of violence against women and girls.

Preventing Radicalisation

The Counter Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's service providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn in terrorism (the 'Prevent Duty'). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that the individual may be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of materials or symbols associated with an extremist cause (e.g. swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social and political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify the offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence, being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Indicators of abuse – what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DP to decide how to proceed.

It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties. The school will do everything in its power to reduce the impact of abuse as far as is possible during the time that the child is in our care. The action points for this will vary from child to child depending on the type of abuse, their age, circumstances and personal development.

18. Taking action

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSP by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern and log the full details on CPOMS
- seek support for yourself if you are distressed.

If you suspect a pupil is at risk of harm

There will be occasions when you suspect that a pupil may be at risk, but you have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the pupil if they are OK or if you can help in any way.

Share your concerns in writing with the DSP via CPOMS. If the pupil does begin to reveal that they are being harmed you should follow the advice in the section 'If a pupil discloses to you' below. If, following your conversation, you remain concerned, you should discuss your concerns with the Designated Person.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to you about any risks to their safety or wellbeing **you will need to let them know that you must pass the information on** – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the pupil:

- Allow them to speak freely.
- Remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the pupil.
- **Under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this.
- At an appropriate time tell the pupil that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the pupil what will happen next. The pupil may agree to go with you to see the Designated Senior Person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the Designated Senior Person, even if the child has promised to do it by themselves.
- Write up your conversation as soon as possible (details of what to record are included on the Record of Concern Form). This record must then be stored on CPOMS and any contemporaneous notes should be handed to the Designated Senior Person for storage.

- Seek support if you feel distressed.

A record of concern form is provided in appendix 2.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children's social care. Parents should not be notified in cases of forced marriage or female genital mutilation, this should be discussed with social care first.

Referral to children's social care

The DSP will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. Referrals should be made to the Sefton Multi-agency Safeguarding Hub (MASH) using the online form on the Sefton Internet or Local Safeguarding Children's Board (LSCB) website. Referrals can be verbally discussed with the Social Worker Manager in the MASH prior to a referral being made if a discussion regarding clarification of a referral is required. Telephone calls to make a referral can be made in the first instance but must be followed up with a completion of the online form. It is good practice to inform The pupil (subject to their age and understanding) and the parents/carers that a referral is being made **except in the following circumstances:**

- Where it is thought the child is at risk by going home
- Where FGM is suspected
- Where Fabricated Induced Illness is suspected
- Where Forced Marriage is suspected

Where consent is not obtained, the rationale reason must be included in the referral.

In circumstances where a child has an unexplained or suspicious injury, that requires urgent medical treatment, the child protection referral should not delay the administration of first aid or emergency medical assistance.

If the child is thought to be of immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, urgent discussions with Social care (MASH) and/or Police intervention will be requested.

All parents will be informed of our safeguarding responsibilities and the existence of this policy. In all instances where a pupil sustains an injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified as soon as possible.

All staff must be aware of and recognise the need to be alert to the risks posed by strangers or others (including the parents/carers of other pupils) who may wish to harm children in school or travelling to and from school and will take all reasonable steps to lessen such risks.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary.

However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The care of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy.

However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated senior person, their deputy, the Headteacher and the Chair of Governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety.

19. Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Senior Person, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles.

Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

The school utilises an online secure facility called CPOMS for the storage and confidential sharing of information. This allows all staff to record events and concerns whilst only allowing relevant staff to access records pertinent to their role and responsibilities.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see

them. If any member of staff receives a request from a pupil or parent to see child protection records, they should refer the request to the Headteacher or DSP.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information sharing is available to parents and pupils on request.

Appendix 1
Birkdale High School Images consent form

Pupil and parent consent for the use of images

There is evidence to suggest that some people who are a risk to children may identify potential victims from images (photographs or video recordings) and accompanying personal information that is in the public domain, including school brochures and websites, and local and national media.

To protect our pupils, we do not publish their full name and photograph together, we ensure children are appropriately clothed for photographs and we do not allow commercial or media photographers unsupervised access to pupils.

In signing this form, pupils and parents give consent for the school or someone commissioned by the school to take and use photographs and video recordings for educational purposes, to record events and to publicise the work of the school on our website, in the school prospectus and in local or national media.

Name of pupil:

Date of birth

Signature of pupil

Date

Name of parent or carer

Relationship to the pupil

Signature of parent or carer

Pupil's address

Telephone:

Appendix 2

Birkdale High School Child protection Guide to recording concerns – to be used as a guide when giving details of an incident

Why are you concerned about this pupil?

Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the pupil leading questions or try to investigate the concern yourself. Please include any of the following:

What have you observed and when? (This relates to anything you have personally witnessed)

What have you been told and when? (Write here anything you have been told by the pupil or any other person. Be clear about who has said what)

Have you spoken to the pupil?

Yes No

What did they say? Use the pupil's own words

What have you heard and when? (This may be third-party information that is relevant but as yet unsubstantiated)

If an allegation has been made, give any details you have about the alleged abuser

Does the pupil have any visible injury, or have they told you they have been injured? Yes

No

If yes, has medical advice been sought?

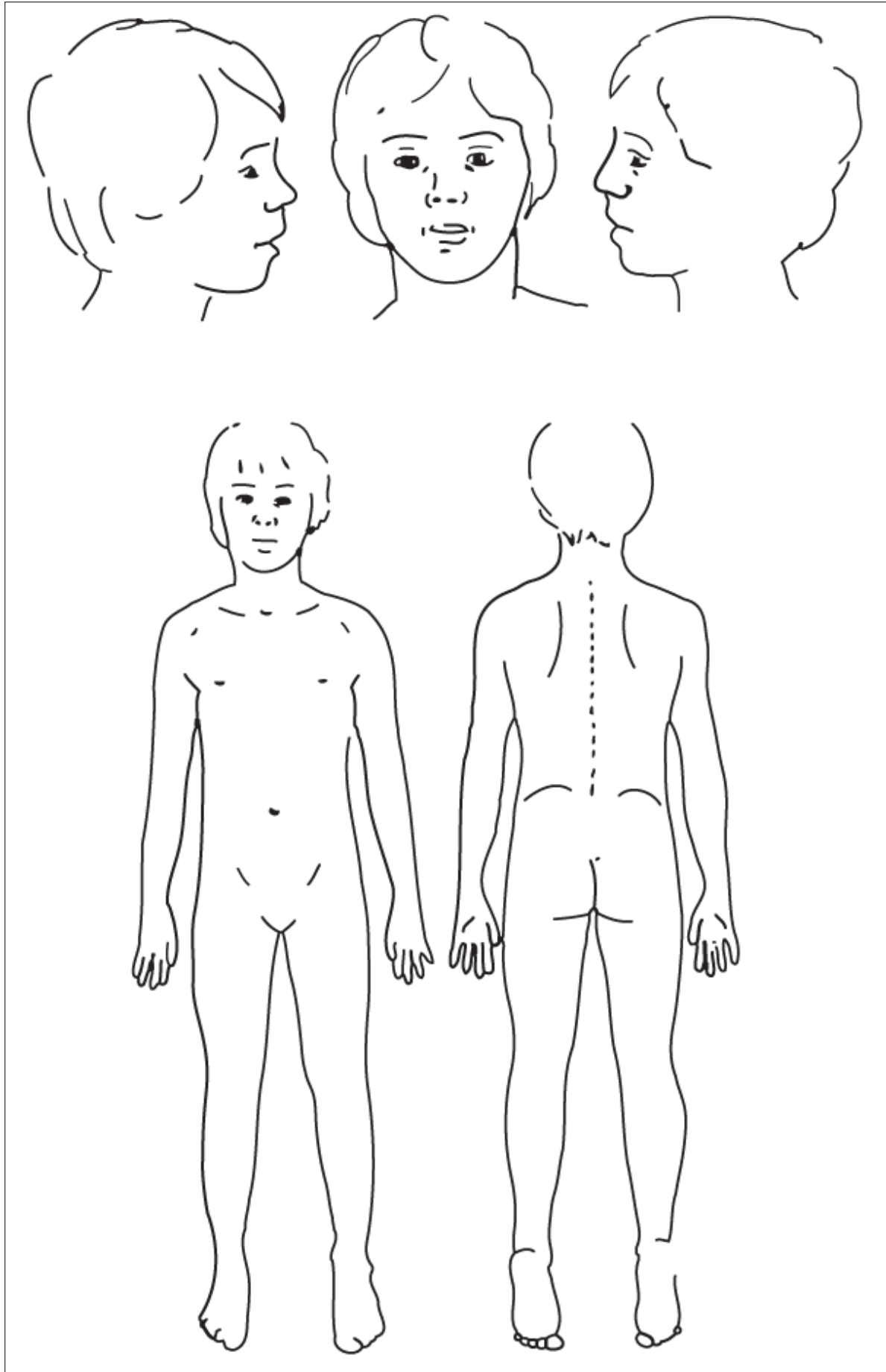
Has any action already been taken in relation to this concern? (for example, pupil taken out of class, first aid)

Who did you inform and when.

If this is to anyone other than the Designated Person please explain why

If the pupil has a visible injury, please indicate the location on the body map and upload the body map to the CPOMS incident.

Body map



Appendix 3 Essential contacts

Name and role:	Address, telephone and email address
School designated senior person	David Pryor 01704 577253 dpryor@birkdalehigh.co.uk
Headteacher And Deputy designated senior person	Gil Bourgade 01704 577253 gbourgade@birkdalehigh.co.uk
Nominated governor	Rebecca Pickett
Child Protection Assistant	Joanne Donker jdonker@birkdalehigh.co.uk
Local Authority Designated Officer (LADO – allegations against staff)	Pauline Trubshaw 0151 934 3783
Managers, Attendance & Welfare Service	JuliePalin/TracyMcKeating 0151 934 3359 julie.palin@csf.sefton.gov.uk
Forced Marriage Unit	020 7008 0151/020 7008 1500
Children’s social care – to make a referral	0151 934 3737
Out of hours duty team	0151 920 8234
MASH team - if you would like to have a consultation with a social worker prior to making a referral	0151 934 4498
Health authority	Sefton NHS 0151 247 7000 enquiries@sefton.nhs.uk
CAMHS	0151 293 3662/0151 252 5225
Police child abuse investigation unit	0151 777 3078
NSPCC helpline	0808 800 5000/0844 892 0264
Sefton Plus	0845 140 0845
SWACA	0151 922 8606

Guidance:

Working Together to Safeguard Children. A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children. 2010

Safeguarding Children & Safer Recruitment in Education 2006

Multi-agency Practice Guidelines: Female Genital Mutilation (HM Government 2011)

Briefings & Information for Use During Inspections of Maintained Schools & Academies (Ofsted updated Dec 2012)

Dealing with allegations of abuse against teachers and other staff statutory guidance (updated October 2012)

Education Act 2002 (Sec 157)

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

The Education Act 2002

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, *Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff*.

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns.