



# Arc School

## SAFEGUARDING POLICY

September 2011

# ARC SCHOOL

## SAFEGUARDING AND CHILD PROTECTION POLICY

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## SAFEGUARDING POLICY

Arc School is committed to safeguarding and promoting the welfare of children and young people and requires all staff to act in the best interests of our pupils at all times.

### **1. Introduction**

Arc School recognises its duty under the Education Act 2002 to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children. It is the intention of the procedures within this policy to ensure that the appropriate action is taken immediately where it is believed a pupil may be at risk or it is alleged that a pupil is suspected of being abused. The prime concern at all times must be the interests and safety of the pupil(s).

*Arc School follows the DfE guidance laid out in 'Safeguarding Children and Safer Recruitment in Education' and 'Working Together to Safeguard Children' - HM Government (2006). We also follow HM Government advice 'What to do if you're worried a child is being abused' and the Warwickshire Safeguarding Children Board's Interagency Child Protection Procedures.*

### **2. Recognition and Categories of Abuse**

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 a stranger. They may be abused by an adult or adults, or another child or children.

#### Physical Abuse

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

#### Emotional Abuse

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 insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### Sexual Abuse

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

### Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and 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-givers); 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.

(For further information on recognition of child abuse see **Appendix 1: Recognition and indicators of abuse**)

## **3. Roles and Responsibilities**

All members of staff (including agency staff and volunteers) have a responsibility to be aware of the procedures to be followed if they are worried a child or young person is being abused.

### **3.1 Duty to Refer**

*It is the duty of all staff to immediately refer any child protection concerns about a pupil to one of the Designated Persons on your school site. These are:-*

*Napton - Helen McCormack (Headteacher), Peter Morris (Deputy Headteacher)  
& Paula Jones (Lead Key Worker)*

*Church End - Gareth Owen (Headteacher) & Alan Barnes (Assistant Headteacher)*

*Ansley - Trevor Scott (Headteacher) & Wendy Pickstock (Deputy Headteacher)*

In the absence of both of the Designated Persons, staff should refer to the next most senior member of the Senior Leadership Team.

If, as a member of staff, you are not satisfied with either of the Designated Person's responses, e.g. where they decide a referral to Children's Social Care is not necessary, you should in the first instance approach the Director of Education. If, as a member of staff, you are still not satisfied, you should make a referral yourself by telephoning the relevant Local Authority. The number can be found in the front of each pupil's file.

Arc School also has a safeguarding committee. It comprises three people - Cathal Lynch (Director of Education), Julie Harvey (Educational Psychologist) and Tony Hurran (Finance Director). This committee will be elected each September and will be published to all staff as well as being displayed in the staff room at all times. The committee will be informed of all safeguarding concerns that are made to the Designated Person as soon as possible but no later than 24 hours from when the concern is reported.

If staff feel uncomfortable reporting incidents to the Designated Person, they are able to approach any member of the committee.

As a further safeguarding measure, the school uses the services of Safecall, an independent whistleblowing company which can be used by all staff at the school should they be unhappy about any wrongdoing in our school. Safecall can be contacted on 0800 915 1571 or online on [www.safecall.co.uk/report](http://www.safecall.co.uk/report) where an anonymous report can be made detailing any concerns raised.

The Safeguarding Committee will also be notified of any potential permanent exclusion and will meet to discuss if all reasonable steps have been taken to help meet the needs of the individual student concerned prior to any decision being made regarding permanent exclusion.

### **3.2 Recognising and responding to concerns**

It is important to remember that children rarely talk about their own abuse, for many reasons and staff need to be vigilant to physical, emotional, sexual, and behavioural signs which may suggest abuse (**See Appendix 1**). If a pupil chooses to confide in you, disclosing any form of abuse, ***the most important thing to do is to listen attentively without asking any leading questions, otherwise later investigation can be compromised.*** The child must tell their own story in their own time. Even what seems to be an unbelievable story must be listened to and acted upon. If you make any notes, you must only use the child's own actual words, or the words in which anyone else reports to you. ***You must not interrogate anyone or conduct your own investigation or make assumptions based on hearsay.***

### **3.3 Recording of disclosures/concerns**

If note-taking is inappropriate, or not possible at the time, the member of staff involved should immediately afterwards note any key points on a 'Child Safeguarding Level 1 (Report of Concerns)' document (***and mark it 'Child Protection - Strictly Confidential'***), using the child's own words and phrases, if possible. ***These notes must be kept as originals, timed, dated and signed, as they could well be used as evidence in court.*** As soon as possible the member of staff must seek out a Designated Person.

Following consideration the Designated Person may decide to make a referral to Children's Social Care.

### **3.4 Physical Evidence**

If any physical injuries or bruising are noticed it is appropriate, as a caring adult, to ask the child how they sustained the bruise, graze scratch, bite or other mark on their body. All such marks or injuries, howsoever caused, must be recorded on 'Body Map Record' and handed to the Designated Person, with the child's explanation attached. *You must not examine a child beneath their clothing, ask any leading questions or conduct any further investigations.*

### **3.5 Issues of Confidentiality**

If a pupil requests confidentiality they must be told that this cannot be promised and it should be explained that staff have a responsibility to share information with those adults who will be able to help protect them from harm. The pupil should be reassured that only staff who need to know about it will be told. This could result in the pupil not continuing the conversation, in which case your enquiries should not be pursued but concerns recorded on a 'Child Safeguarding Level 1 (Report of Concerns)' sheet and handed to the Designated Person.

Staff should take care not to discuss information given in confidence outside the appropriate professional contexts. All documentation regarding the disclosure should be treated and marked as **STRICTLY CONFIDENTIAL** and should only be shared with others on a need to know basis.

### **3.6 Staff Concerns about School Practice**

If staff have any concerns about practices in the school which they feel may put children at risk of abuse or serious harm they should raise these first with a member of the Senior Management Team. If they are not satisfied with the way in which the school is dealing with the situation they can speak directly to the Office for Standards in Education, Children's Services and Skills (Ofsted) at Piccadilly Gate, Store Street, Manchester, M1 2WD Telephone: 03001234234 / 03001231231.

### **3.7 Designated Person for Child Protection**

The designated senior member of staff for Child Protection at Arc School is the Director of Education, Cathal Lynch. In the absence of the Designated Person, the Head Teacher is the designated senior member of staff. Both have undertaken multi-agency training in accordance with requirements and attend refresher training every two years.

In the absence of both the Designated Person and the Head Teacher, a member of the senior management team will adopt the role of Designated Person.

The role of the Designated Person is to:

- Ensure that child protection procedures are in place and updated as appropriate;
- Ensure that all staff are aware of both the Warwickshire Safeguarding Children Board's Interagency Child Protection Procedures and Arc School policy;
- Be available to provide advice/support to staff and for confidential discussions about concerns;
- Be available to provide support to pupils;

- Liaise with Children's Social Care in accordance Warwickshire Safeguarding Children Board's Interagency Child Protection Procedures;
- Keep records of any concerns/suspected cases of abuse/referrals on pupil child protection files, separate to the main pupil file, and stored securely;
- Co-ordinate arrangements for monitoring pupils on roll who have been identified as being in need of protection;
- Arrange induction training for all school staff in Child Protection awareness, and refresher training for all staff every year;
- Review arrangements for safeguarding and promoting the welfare of children on an annual basis, and support the implementation of any action plan arising from this review.
- Participate in local safeguarding arrangements overseen by Warwickshire Safeguarding Children Board.

### **3.8 Making a Referral**

When the Designated Person has been informed of a case of suspected abuse or of a young person who may be at risk of abuse they will make a referral to Children's Social Care. If it is unclear that the matter being referred is a Safeguarding concern, the Designated Person will consult with the Local Authority Designated Officer (LADO) from Children's Social Care to determine if a formal referral should be made. A log of the discussion must be kept if a referral is not made and the person who made the concern known should be informed of the outcome.

Referrals to the local borough/authority Children's Social Care department should normally be made in writing but social care will accept telephone referrals on the understanding that the referral will be confirmed in writing within forty eight hours. All referrals should be made or confirmed using the appropriate pro-forma. All referrals to Children's Social Care should be screened / evaluated by that agency within 1 working day and a decision made regarding the next course of action. Where there is to be no further action, feedback should be provided to the Designated Person about the decision and the reasons for making it in writing within 48 hours.

Where appropriate, the Designated Person will always bring relevant issues to the notice of the Parents/Carers, Referring Authority, Children's Social Care in the pupil's home area and Office for Standards in Education, Children's Services and Skills (Ofsted).

### **3.9 Working with Parents and Carers**

The Designated Person and other professionals should aim to work in partnership with parents and carers by attempting to discuss any concerns they have with them where possible. Permission should be sought by the Designated Person from the person holding parental responsibility for the child before discussing a referral about them with other agencies, unless this process may in itself place a child at risk of significant harm or prejudice a criminal investigation. Social Care advice may be sought on the issue, as appropriate.

### **3.10 Support for Pupils following a Referral**

We allow the pupils to choose an adult to accompany him or her, if s/he so wishes, to any interview, which may take place as a result of a Child Protection assessment, to offer support. However, we respect the wishes and feelings of the pupil should they want to be on their own. If a pupil requires support from staff this will normally be granted in discussion with the Designated Person. Interviews with pupils are undertaken by social workers and specially trained police, and these can be undertaken at school, at home, or at a special video interview suite, whichever is appropriate.

## **4. General Strategies**

### **4.1 Regulating and Vetting Visitors**

All visitors to Arc School must sign the Visitors' Book on arrival at Reception and sign out on departure. Visitors' badges must always be prominently displayed and returned before leaving site.

[Arrangements for visiting pupils are agreed in advance by a member of the Senior Management Team, in consultation with the placing Authority and parents/carers, as appropriate.]

All staff are responsible for ensuring that visitors are carefully monitored, in a manner appropriate to the individual circumstances. ***Under no circumstances, should any visitors ever have unsupervised access to other children.*** Staff are expected to challenge anyone on the site if they are unsure of their identity.

### **4.2 Vetting of Staff and Volunteers**

There is always careful selection and vetting of all staff and volunteers to prevent children from being exposed to potential abusers.

Recruitment of all staff and volunteers, who work with young people in the school, is in line with DfE guidance 'Safeguarding Children and Safer Recruitment in Education' and includes checks on their suitability with the Criminal Records Bureau. These checks are carried out on every member of staff and a record to verify the authenticity of identity, qualifications, and satisfactory CRB check is held centrally for each staff member.

**ALL STAFF WILL BE PROCESSED FOR A CRB CHECK ON A THREE YEARLY BASIS.**

### **4.3 Induction of Staff**

All new staff must meet with a member of the Senior Management Team on their first day as part of their initial induction programme. This meeting covers a wide range of safeguarding issues including health, safety and security, the administration of medication, fire procedures and child protection.

Each member of staff is given a personal copy of the school's 'Safeguarding Policy' and HM Government advice 'What to do if you're worried a child is being abused' for reference.

We recognise the importance of relationships between staff and pupils being based on mutual respect and understanding, and there being clear boundaries in relation to acceptable behaviour on both sides. Staff are asked to read and sign a Safe Working Practice document (**see Appendix 3**) at their first meeting with a member of the Senior Management Team, to ensure they have understood our guidance on safe practice.

#### **4.4 Personal Social Development Curriculum**

The school works hard to establish positive and trusting relationships with young people, in order to empower the pupils to seek help when they are worried or have concerns about their safety. Issues surrounding Social Awareness, Health Education and Sex Education are taught to all pupils during PD/PSHE lessons, which include units on key risks and how to manage them. There is an annual plan (incorporating three Schemes of Work) and a policy statement detailing what is taught during these lessons. Staff working with senior pupils are encouraged to liaise with the co-ordinators of PD/PSHE in order to compliment work done in the classroom and give pupils the opportunity to discuss issues that are important to them.

#### **4.5 Children's Rights**

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

Children are informed of how to complain if they are unhappy with any aspect of being in the school, so that they can feel confident that any complaint will be addressed seriously and without delay. Complaints are reviewed at least once a month by the Head Teacher and Deputy Head Teacher, and any general issues raised are attended to.

#### **4.6 Risk-Taking**

In addressing the issue of risk-taking, Arc School acknowledges that all young people take risks as a normal part of growing up and it is a tool they use to discover, define and develop their abilities and identity.

However, it is important to appreciate the difference between positive or healthy risk-taking (e.g. sports, outdoor pursuits, in learning and making new friends) and negative or dangerous risk-taking, e.g. smoking, absconding and shoplifting.

As experienced and responsible adults, Arc School staff have an important part to play in supporting our young people in respect to risk. They:

- need to help young people learn how to evaluate risks and anticipate the consequences of their choices;
- need to help young people identify healthy opportunities for risk-taking. Experience of healthy risk-taking can itself prevent *un*healthy risk-taking.
- must also be aware of their own patterns of risk-taking. Young people do watch and imitate the behaviour of adults around them, whether they acknowledge it or not.

Arc School also recognises that staff will "risk assess" on an on-going basis, whether on or off site, and make decisions on the basis of those assessments.

A full and comprehensive set of Risk Assessments has been developed and staff are expected to familiarise themselves with these as part of their induction and training.

#### **4.7 Behaviour Management and Physical Intervention Policies**

Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.

We have a written policy on the management of behaviour, and staff, pupils, parents and referring authorities are made aware of it. All staff are made aware of, and follow in practice, the school's policy on the use and techniques of physical intervention, to protect young people from harm either to themselves or others.

The school uses the Team Teach approach to physical intervention and those authorised to use physical intervention have received Intermediate Team Teach training and updates as appropriate. Records of sanctions, and any use of physical intervention, are recorded and reviewed at least once a month by the Head Teacher.

All staff will be trained in positive handling through Team Teach on an on-going basis.

#### **4.8 Anti-Bullying Policy**

Arc School has, and follows, an anti-bullying policy, with which children and staff are familiar. Children who are bullied are supported, and those who may bully others are also subject to a risk assessment. Each will have a placement plan outlining actions to address and support issues identified. The school recognises the fact that bullying is the form of abuse most children fear. The Head Teacher will review records of bullying incidents at least once a half term in order to take action where feasible to reduce or counteract the risk of bullying.

#### **4.9 Missing Children**

The school has comprehensive procedures to be followed when a child absconds which are known to staff, pupils, parents and referring authorities and ensure that they are protected as quickly as reasonably possible.

It is always important to try to establish why a young person went missing in order to identify and address any potential difficulties the young person may be experiencing. If abuse is cited, this should be referred to the Designated Person in accordance with our Safeguarding Policy.

The young person should also be offered the opportunity to contact an Independent Person should it be considered appropriate.

#### **4.10 Use of Mobile Phones and other Multi-Media Devices**

Given the potential for misuse, Arc School provides comprehensive guidance for staff and pupils on the use of mobile phones, laptops and other multi-media devices. Young people, for example, are not permitted mobile phones with image capability (i.e. camera or video facilities) or internet access, and staff are not permitted to use mobile phones to record or store images of Arc School pupils at any time.

Mobile phone and multi- media policy is reviewed on an annual basis and distributed to staff and all stakeholders.

#### **4.11 Internet Use and Email Policy**

Arc School has a written policy on the acceptable use of its internet and email facilities, made clear to staff, pupils, parents and referring authorities. All staff are aware of, and follow in practice, the school's policy to protect staff and young people from harm via the world wide web.

#### **4.12 Monitoring**

The Head Teacher will liaise with members of the Senior Management Team about safeguarding and child protection issues via regular Management meetings.

This policy document will be reviewed annually by the Designated Person, and monitored in accordance with best practice. Staff will be asked to evaluate the effectiveness of the procedures whenever they have had occasion to put them into practice.

A copy of Warwickshire Safeguarding Children Board's Interagency Child Protection Procedures can be found in the Headteacher's Office - and is also in the Safeguarding section of the Global Staff Room on Fronter.

Senior Staff will be informed as necessary by the Designated Person when amendments are published.

#### **4.13 Support and Supervision**

Pupil: All pupils know that they can speak to their Key Worker or other trusted adult if they have any worries about keeping themselves safe. The numbers for Childline, Ofsted, NSPCC Child Protection Helpline and the all relevant Warwickshire Authority's Children's Social Care are also available for pupils.

Staff: All staff have individual supervision meetings with a member of Senior Staff. Children's Social Care may offer support to the Designated Person and other members of staff who could be involved in a child protection investigation. Supply staff and volunteers are given a personal copy of the school's 'Safeguarding Policy' for reference, when they come to work at the school.

Family: Summary information regarding child protection is contained in the Parent Handbook. Parents can request to see the Safeguarding Policy if they would like to find out more information about our procedures. Children's Social Care advise us about giving appropriate support to families who may be involved in a child protection investigation or protection plan.

## **5. Concerns involving a member of staff**

Any concerns that involve allegations against a member of staff should be referred immediately to the Designated Person, who will contact the Local Authority Designated Officer (LADO) for the relevant Local Authority (to discuss and agree further action to be taken in respect of an allegation). Any child protection allegation concerning the Head Teacher should be referred to the Deputy Head Teacher and vice versa. Full guidance is available to the Designated Person in 'Concerns/Allegations Regarding People who Work With Children' in Warwickshire Safeguarding Children Board's Interagency Child Protection Procedures which is in the Safeguarding section of the Global Staff Room on Fronter.

## **6. Support for staff subject to allegations**

The Designated Person will inform any member of staff who is subject to an allegation about that allegation as soon as possible but (s)he will have to follow directions from Children's Social Care and/or the police as to what can be shared and when.

It is recognised that any allegation of abuse will cause the member of staff anxiety and advice will be given as to possible avenues of support from, for example, their union, professional association or the Senior Leadership Team.

Full details and procedures of what staff should do if they find themselves the subject of an allegation are in the Staff Handbook.

The staff member will be kept advised as to the progress of the investigation as far as possible.

## **7. General Guidance to Staff**

### **7.1 Safe relating with our Children**

Staff must be aware of the potential problems associated with making physical contact with children, especially with children of the opposite sex. Contact must always be appropriate to the relationship of professional carer with a client. Many of our children may have been damaged by inappropriate contact and they may be very sensitive or unable to process contacts appropriately. Acceptable 'safe hugs' can be beneficial to our children and should normally take place in the presence of another member of staff. As a staff team we should always be alert and ready to advise our colleagues, if anything might be seen as improper.

There may be times when it is appropriate for staff to spend one to one time with a child, for example during children's meetings. Staff should always ensure that proper safeguards are in place for the protection of both themselves and the child, e.g. making sure that other staff are aware of the meeting and will check irregularly that everything is okay, and keeping doors open. Regard should always be given to the potential additional problems of caring for children of the opposite sex. Advice should be taken from senior staff regarding what is acceptable or unacceptable risk-taking in this area.

## **7.2 Gift Giving and Receiving**

Arc School accepts that the giving of gifts and presents by staff to children will at times be quite appropriate, e.g. giving a child a present on his / her birthday. Gifts will not be given by individual members of staff but from the whole school community as deemed appropriate by senior staff.

The receiving of small gifts by staff from children should be notified to senior staff who will monitor their appropriateness.

## **7.3 Relationships between Peers**

In a mixed school, we need to be concerned about the quality of relationships between girls and boys. Day to day management will depend upon the judgement of staff in changing circumstances. However, the following guidelines will help staff develop a consistent approach.

### Play

Older pupils need a lot of support to learn the distinction between acceptable and unacceptable play between girls and boys. Both groups need to understand that the difference between play and harassment is essentially to do with the feelings of either party. If play leads to uncomfortable feelings or pain then it ceases to be play. An activity can only be called play if it is on the basis that there is no difficulty in either party saying "stop". "I was only playing" is not an acceptable excuse for hurtful comments, gestures or actions.

### Pairings

Forming strong attachments is part of adolescence. Experience shows that at times these attachments are short-lived. However, occasionally they become longer lasting. We need to strike a balance between respecting the developmental needs of adolescents in terms of relationships and other needs to provide a safe environment and to avoid negative or disturbing stereotypes for younger pupils. In managing such relationships we need to consider what a sensible parent would do.

- Children must not be unsupervised in rooms with children of the opposite sex.
- Holding hands, walking arm-in-arm and cuddling are not acceptable during the school day. Couples may not sit together in assembly or class.
- At appropriate times and places there may be a more relaxed attitude by staff towards 'couples' outside the school day but these children need to respect the sensibilities of staff and younger pupils.

- 'Love bites' or any deliberate marking of partners, including tattoos, should be reported. [Children with visible marks should not normally take part in outside visits.]
- Sexual intercourse or any other intrusive sexual activity is absolutely forbidden. Technically it is child abuse for children under the age of 16 and should be reported as such. Staff need to take special care to supervise children who are thought to be sexually active.
- Staff should not act as messengers or letter carriers between couples. Nor should they write letters or cards on behalf of children in relationships.
- If children are unable to show a reasonable degree of self control in relationships then it may be necessary to take steps to ensure that contact is minimised.

#### **7.4 Film Classifications and Computer Games**

When hiring or purchasing a film for young people or taking them to the cinema, staff should satisfy themselves that the classification of the film, e.g. 'U', 'PG', '12a', '12' or '15' is appropriate for the age of the young people, even if only one young person is in the "wrong" category. This also applies to DVDs brought in by young people.

Under no circumstances are young people allowed to watch a film where the age classification is above the young person's age. The above conditions also apply to Computer Games.

#### **7.5 Safe Working Practice**

All school staff should abide by the code of conduct outlined in the Safe Working Practice document given to them at their first induction meeting, and take normal precautions not to place themselves in a vulnerable position in relation to child protection. Physical intervention should only be used in accordance with guidance set out in Arc School's Behaviour Management Strategies and Physical Intervention Policy and any such events should be recorded in accordance with Arc School policies and procedures.

**Failure to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child is a disciplinary offence.**

## Recognition and indicators of abuse

Child abuse can be categorised into four main and distinct categories, i.e.

1. **Physical Abuse.**
2. **Sexual Abuse.**
3. **Emotional Abuse.**
4. **Physical Neglect.**

These four categories are those used by the CPS and Police in pursuing any cases of child abuse. A child can be at risk from any combination of the four categories. However, for those working in the field two other categories of abuse will be of significance, i.e.

5. **Domestic Violence.**
6. **Grave Concern/at risk.**

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** - found in babies who are handled roughly or held down in a violent way. 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 most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. 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** - in children less than 2 years.
- **poisoning and 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:

The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles. Typical signs of Sexual Abuse are:

- a **detailed sexual knowledge** inappropriate to the age of the child.
- **behaviour that is excessively affectionate or sexual** towards other children or adults.
- **attempts to inform** by making a disclosure about the sexual abuse, often beginning by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- a **fear of medical examinations.**
- a **fear of being alone** - this applies to friends/family/neighbours/baby-sitters, etc.
- a **sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.**
- **excessive masturbation** is especially worrying when it takes place in public.
- **promiscuity.**
- **unusually explicit or detailed sex play** in young children.
- **sexual approaches or assaults** - on other children or adults.
- **pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD)** are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- **Bruising** to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.

- **discomfort or pain** particularly in the genital or anal areas.
- the drawing of **pornographic or sexually explicit images**.

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

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment - this category should be used where it is the main or sole form of abuse.

### 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 procedures in the case of neglect where the child's development is being adversely affected.

### 5. **Domestic Violence:**

This is not a separate category of child abuse as such, and should be treated as physical or emotional abuse as appropriate. Children in violent homes are up to nine times more likely to be injured and abused, either directly or through trying to protect their parent.

A child may be witness to violence that results in behavioural problems, absenteeism (staying at home to protect a parent), ill health, bullying, anti-social behaviour, drug or alcohol abuse or self-harm.

Teachers need to be made aware of the need to support vulnerable children who have moved schools as a result of a parent fleeing from domestic violence, and those who may be attending from a refuge environment.

## **6. 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 Symptoms of Stress and Distress:**

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

ARCSCHOOL

SAFEGUARDING AND CHILD PROTECTION IN PRACTICE - KEY POINTS FOR STAFF

It is important to consider that someone who abuses a child could be a member of their immediate or extended family, a friend, a neighbour, a stranger to them, a member of staff or another pupil in this establishment. It is therefore essential to remain professional in our approach and objective in our judgement, and not make any assumptions because of our knowledge of the person(s) involved.

*All members of staff (including agency staff and volunteers) MUST follow the following procedures if they are worried that a child or young person may be being abused.*

- ✓ Immediately refer any child protection concerns about a pupil to ***one of the Designated Persons on your school site. These are:-***

***Napton - Helen McCormack (Headteacher), Peter Morris (Deputy Headteacher)  
& Paula Jones (Lead Key Worker)***

***Church End - Gareth Owen (Headteacher) & Alan Barnes (Assistant Headteacher)***

***Ansley - Trevor Scott (Headteacher) & Wendy Pickstock (Deputy Headteacher)***

- ✓ In the absence of both of the Designated Persons, staff should refer to the next most senior member of the Senior Leadership Team.
- ✓ If, as a member of staff, you are not satisfied with the Designated Person's response, e.g. where they decide a referral to Children's Social Care is not necessary, you should in the first instance approach the Director of Education. If, as a member of staff, you are still not satisfied you should make a referral yourself by telephoning the relevant Children and Young People's Service office. This can be found by, in the first instance, telephoning Warwickshire County Council on: 01926 410410 (Out of hours: 01926 886922) and requesting to be put through to the relevant office covering the area in which the pupil resides.
- ✓ If a pupil chooses to confide in you, disclosing any form of abuse, you must listen attentively but not ask any leading questions. The child must tell their own story in their own time. Even what seems to be an unbelievable story must be listened to and acted upon.
- ✓ Note any key points as soon as reasonably possible on a 'Child Protection Level 1 Report of Concerns' sheet, using the child's own words and phrases, if possible. **These notes must be kept as originals, timed, dated and signed, as they could well be used as evidence in court.** As soon as possible seek out the Designated Person.

- ✓ If any physical injuries or bruising are noticed ask the child how they sustained the bruise, graze scratch, bite or other mark on their body. All such marks or injuries howsoever caused must be recorded on 'Body Map Record' and handed to the Designated Person, with the child's explanation attached. Do not **examine a child beneath their clothing, ask any leading questions or conduct any further investigations.**
- ✓ If a pupil requests confidentiality, tell them that this cannot be promised and explain that staff have a responsibility to share information with those adults who will be able to help protect them from harm. Reassure the pupil that only staff who need to know about it will be told. This could result in the pupil not continuing the conversation, in which case do not pursue the matter but record your concerns on a 'Child Protection Level 1 Report of Concerns'sheet and hand it to the Designated Person.
- ✓ Do not discuss information given in confidence outside the appropriate professional contexts. All documentation regarding the disclosure should be treated and marked as **STRICTLY CONFIDENTIAL** and should only be shared with others on a need to know basis.
- ✓ If you have any concerns about practices in the school which you feel may put children at risk of abuse or serious harm, raise them first with a member of the Senior Management Team.
- ✓ **Failure to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child is a disciplinary offence.**

**Safeguarding Children and Young People****Safe Working Practice**

Arc School is committed to safeguarding and promoting the welfare of children and young people and staff must act in the best interests of our pupils at all times. It is everyone's responsibility to ensure that pupils' are cared for appropriately and safeguarded from any harm, and their duty of care to promote the health, safety and welfare of all members of the school community.

The following is, therefore, a code of appropriate conduct for all adults working in or on behalf of the school, including those involved in home visits or any out of school activities. Adherence to this code should ensure that both children and adults are safe from misconduct or unfounded allegations of misconduct.

**You should always:**

- Be aware of and adhere to all school policies, many of which are specifically written with safeguarding in mind, in particular those on Safeguarding and Child Protection, Management of Behaviour, Anti-Bullying Policy, Equal Opportunities and Health and Safety.
- Behave in a mature, respectful, safe, fair and considered manner at all times.
- Provide a good example and 'positive role model' to the pupils
- Observe other people's right to confidentiality (Unless you need to report something to the Designated Person e.g. concerns about a child protection issue).
- Treat all children equally; never build 'special relationships' with individual children or confer favour on particular children.

**Report to a member of the Senior Leadership Team** (as soon as reasonably possible)

- Any difficulties that you are experiencing, for example, coping with an unruly child; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.
- Any behaviours of another person working in the school which give you cause for concern or breach of this code of conduct or other school policies and procedures
- Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation.

**You should never:**

- **Behave in any way that could lead a reasonable person to question your conduct, intentions or suitability to care for other people's children.**
- Touch children in a manner which is or may be considered sexual, threatening, gratuitous or intimidating.
- Discriminate either favourably or unfavourably towards any child.

- Make arrangements to contact, communicate or meet children outside of work or allow children to visit your home.
- Develop over-personal or sexual relationships with children.
- Act in a way that could be reasonably expected to cause injury, for example by pushing, tripping, hitting, kicking, punching, slapping or throwing missiles at a child or threatening to do so.
- Engage in any type of 'play-fighting' with children at any time.
- Make inappropriate remarks or jokes of a personal, sexual, racial, discriminatory, intimidating or otherwise offensive nature.
- Intentionally embarrass or humiliate children, for example, by using sarcasm or humour in an inappropriate way.
- Give or receive (other than 'token') gifts unless arranged through the Head Teacher, for example, outgrown sports kit, football boots or uniform.
- Allow, encourage or condone children to act in an illegal, improper or unsafe manner e.g. smoking or drinking alcohol.
- Behave in an illegal or unsafe manner, for example, exceeding the speed limit, being under the influence of drugs or alcohol, driving a vehicle which is known to be un-roadworthy or otherwise unsafe or not having appropriate insurance, using a mobile phone whilst driving, failing to use seatbelts or driving in an unsafe manner whilst transporting children.
- Undertake any work with children when you are not in a fit and proper physical or emotional state to do so. For example: under the influence of medication which induces drowsiness; with a medical condition which dictates that you should not be caring for children; under extreme stress or extreme tiredness which are likely to impair your judgement.

I .....have read the Arc School documents 'Safeguarding and Child Protection in Practice - key points for staff', and 'Safe Working Practice' and agree to abide by their guidance.

Name .....

Signed .....

Date .....