

RAISING ACHIEVEMENTS AND ASPIRATIONS

Safeguarding and Child Protection Policy

Effective from: Spring 2017

www.crispinschool.co.uk

CRISPIN SCHOOL POLICY FOR SAFEGUARDING & CHILD PROTECTION

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Safeguarding and Child Protection Policy for Crispin School

1. The Purpose of the Safeguarding and Child Protection Policy

Crispin School recognises that it has an explicit duty to safeguard and protect students from abuse as defined in the Children Act 2004 and the Education Act 2002. The overall intention and purpose behind the School's Safeguarding and Child Protection Policy is underpinned by the fundamental principle of the Children Act 1999, the Safeguarding Vulnerable Groups Act 2006 and Keeping Children Safe in Education 2016.

Our policy applies to all staff, governors and volunteers working in the school. The aim of this policy is to safeguard and promote our student's welfare, safety, health and guidance by fostering an honest, open caring and supportive climate: ***the welfare of the child is paramount.***

Everyone in the School shares an objective to help keep students safe by:

- Ensuring the School practises safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Establishing and maintaining an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensuring that students know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Ensuring that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting students who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

2. School Commitment

- Establish and maintain an ethos where students feel secure and are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Including in the curriculum, activities and opportunities for PSHE/Citizenship, which equip students with the skills they need to stay safe from abuse and which will help them develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Make known a clear model of management of suspected or disclosed abuse.
- Liaise with other agencies that support the student such as:
 - Children's Social Care First Response
 - Child and Adult Mental Health Service (CAMHS),
 - Education Welfare Service
 - Educational Psychology service.

Roles and Responsibilities

The Role of the Governing Body

The Governing Body fully recognises its responsibilities with regard to Child Protection and to safeguarding and promoting the welfare of children.

It will:

- The Designated Governor for Child Protection who will oversee the school's Child Protection issues is Mrs C. Frost.
- Ensure an annual report is made to the Governing Body on child protection matters to include changes affecting Child Protection Policy and Procedures, Child Protection training received, the number of cases/incidents (no names) and child protection in the curriculum. A copy of this completed review should be sent to the local authority (via Governor Services) for monitoring purposes.
- Ensure that this Policy is revised and updated annually.

Safeguarding and Child Protection Team

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people with schools and the LA who have specific responsibilities under Child Protection Procedures. The names of those carrying these responsibilities for the current year are listed on the cover sheet of this document.

The Designated Safeguarding Lead (DSL) at our School is Brenda de Sousa-Wyles, Deputy Headteacher and in her absence the Deputy Designated Safeguarding Lead Mr M. Drew, Assistant Headteacher, will take the lead. In any event, the Headteacher will be informed of any suspicions of abuse.

In addition, we have a Team of trained Safeguarding & Child Protection Officers. They are:

Mr. P. Reddick
Headteacher

Mr. K. Griffiths
Deputy Headteacher

Miss H. Forward
Assistant Headteacher

Mr. O. Walby
Year 11 Progress Leader

Mr. S. Boddy
Year 8 Progress Leader

Mrs. A. Rice
Year 7 Progress Leader

Mrs. J. Lee
Pastoral Administrator

Roles and Responsibilities

- All staff will be informed of their responsibilities to safeguard and promote the welfare of students and in being alert to the signs of abuse and the procedures for referring concerns to the Designated Person.
- All new staff will receive induction training and all staff will have refresher training at least annually with regular updates when necessary.
- Statistically students with behavioural difficulties and disabilities are more vulnerable to abuse. Members of staff need to be particularly sensitive to signs of abuse.
- The School will support staff by providing an opportunity to talk through their anxieties with the Designated Senior Person.
- Staff will have access to advice on the boundaries of appropriate behaviour.
- Ensure that there is a named designated teacher for Children in Care and that an up to date list of students is regularly reviewed and updated.
- Ensure that where a student leaves who is on the child protection register or for whom there have been previous Child Protection concerns, their information is transferred to the new school immediately.

Training and Support

Crispin School will ensure that the Headteacher, the Designated Safeguarding Lead, all Safeguarding and Child Protection Officers and the governing body attend training relevant to their role. All staff working in a school setting must have basic awareness training in Safeguarding and Child Protection on a regular basis. The Designated Safeguarding Lead is responsible for ensuring this.

Current Issues

The following safeguarding issues are all considered to be child protection issues and should be referred immediately to the most relevant agency. The issues featured below are linked to guidance and local procedures which can be found on the South West Child Protection Procedures at www.swcpp.org.uk. Further guidance/links can be found in 'Keeping Children Safe in Education' (September 2016).

Some communities hold beliefs that may be common within particular cultures but which are against the law of England. Crispin School does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

Forced Marriage

Crispin School does not support the idea of forcing someone to marry without their consent.

Under-age Marriage

In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships.

Female Genital Mutilation

This is against the law, yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of Crispin School, the school will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Children Missing Education

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. Crispin School will encourage the full attendance of all of its children at school. Where the school has concerns that a child is missing education because of suspected abuse, the school will liaise with the appropriate agency to effectively manage the risks and to prevent abuse from taking place.

Managing Peer on Peer Abuse Allegations

The school has put in place safeguards to reduce the likelihood of peer on peer allegations. There is an established ethos of respect, friendship, courtesy and kindness with a clear policy which sets out the School's expectations and consequences for unacceptable behaviour together with visible staff presence. The School seeks to educate all students on healthy relationships through the curriculum, however we recognise despite this we need to be alert to peer on peer abuse.

The presence of one or more of the following points in situations where there has been sexual activity between children should always trigger some concern:

- There is an age difference of two years or more between the children
- One of the children is significantly more dominant than the other
- One of the children is significantly more vulnerable than the other eg. in terms of disability, confidence, physical strength
- There has been some use of threats, bribes or coercion to secure compliance or to maintain secrecy
- There has been bullying (including cyberbullying), gender based violence/sexual assaults and sexting.

Any peer on peer allegation must be referred to the DSL immediately, using the School's child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL, advice and guidance will be sought from Children's Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted. Working with external agencies there will usually be a School response to the unacceptable behaviour, for example, if a student's behaviour negatively impacts on the safety and welfare of other students then safeguards will be put in place to promote the well-being of the students affected, the victim and perpetrator will be provided with support to prevent any reoccurrence of improper behaviour.

Child Exploitation and E-Safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to children and young people, Crispin School will ensure that it has in place appropriate measures such as security filtering, and an Acceptable Use Policy linked to the school's E-Safety Policy. The school will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites. The school's E-Safety Policy will clearly state that mobile phone or electronic communications with a student at the school is not acceptable other than for approved school business eg coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying, the school will report its concerns to the appropriate agency.

Risk of Extremism

The Counter-Terrorism and Security Act 2015 gives guidance to schools (known as the PREVENT guidance) on dealing with the risk of young people being drawn into extremism and terrorism. For Secondary schools the key points are as follows:

'PREVENT is not just concerned with the rise of any one terrorist ideology. The guidance highlights both Islamist extremists and white supremacists and other right-wing terrorists.'

As a school, Crispin has a duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

The school will forbid political indoctrination and secure a balanced presentation of political issues. The school should be aware not only of the risks of violent extremism but also non-violent

extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Concerns may be generated through:

- Comments made
- Information accessed
- Types of bullying

Any concerns about a student being at risk of radicalisation or if any member of the school community has any concerns about a guest speaker brought into school, they should pass these to the DSL immediately. The DSL will follow national guidance with this information.

Encouraging Students to Share Their Concerns

The school recognises that students need to develop skills in order to stay safe, including the confidence to disclose concerns and know that their concerns will be listened to and acted on. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried. This is achieved by introducing new starters to the school to the DSL and by stating the names of the Safeguarding & Child Protection Team on Posters around the school site.
- Include opportunities in the Personal, Social & Health Education (PSHE)

Procedures

Where it is believed that a student is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the South West Child Protection Procedures (www.swcpp.org.uk) and the LSCB documents which can be found on www.somerset safeguarding children board.org.uk.

These procedures make it clear, confirmed in our own school policies, that the welfare of the child is of paramount importance. This takes precedence over sensitivities about relations with parents, the likely reaction of other parents and the community and any wish a child might have for complete confidentiality (which cannot be guaranteed). Members of staff not following the procedures could put themselves and the child concerned at risk. As long as the procedures are adhered to, members of staff will receive the full support of the Governing Body and Somerset LCSB.

Relevant staff will be notified of any concerns during morning briefings

Parents will be informed of the school's duties of Safeguarding and Child Protection through the school prospectus.

CHILD PROTECTION PROCEDURE CHECKLIST FOR OUR STAFF

If ~

- A student discloses abuse, or
- A member of staff suspects a child may have been abused, or
- A third party expresses concern
- A staff member witnesses an abusive situation involving another staff member.

The member of staff **MUST: RECORD AND REPORT**

Respond without showing any signs of disquiet, anxiety or shock

Enquire casually about how an injury was sustained or why a child appears upset

Confidentiality must not be promised to children or adults in this situation

Observe carefully the demeanour of behaviour of the child

Record in detail what has been seen and heard

Do not interrogate or enter into detailed investigations: rather, encourage the child to say what he wants until enough information is gained to decide whether or not a referral is appropriate.

Asking Questions – Staff are understandably anxious about what questions they can ask if they are concerned about a child, or if the young person tells them something they are concerned about. Asking open questions is often helpful to the young person and can help you clarify the situation for yourself.

It is important NOT to ask leading questions

It is important to know when to stop asking questions and just listen

It is important not to interrogate

Questions you can ask:

Tell me (Tell me what happened)

Explain (Explain what you meant by.....)

- Where did this happen/where were you
- When did this happen.....

Remember you are only clarifying with the young person if something concerning did happen or could have happened from the information they give you. You must **REPORT** to the designated person without delay, using the green safeguarding concern form. ***This must be placed in an envelope marked for the attention of the DSL (or the Deputy Designated Safeguarding Lead) and handed to them personally by hand. Every member of staff is issued with a pack containing envelopes and the 'Logging a concern about a child's safety and welfare' form.***

Members of staff **MUST NOT**

- Investigate suspected/alleged abuse themselves
- Evaluate the grounds for concern
- Seek or wait for proof
- Discuss the matter with anyone other than the Headteacher/Senior Staff.

The Children's Social Care Department and CAIT (Children Abuse and Investigation Team - Police) are the only agencies that can investigate allegations of abuse.

Professional Confidentiality

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection. The only purpose of confidentiality in this respect is to benefit the child.

No adult must ever guarantee confidentiality to any student. Staff should make students aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child, for example, where safety and welfare of that child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

Supporting Students at Risk

Crispin School recognises that children who are abused or who witness violence, may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Crispin School will endeavour to support students through:

- The curriculum, to encourage self-esteem and self-motivation
- The school ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- The implementation of school behaviour management policies
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- Regular liaison with other professionals and agencies that support the students and their families.
- A commitment to develop productive and supportive relationships with parents and carers.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situation.

We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with emotional and behavioural problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

Records and Monitoring

Well-kept records are **essential** to good Child Protection Practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

Crispin School will:

- Keep clear detailed written records of concerns about students
- Ensure all records are kept secure and in a locked location
- Ensure records are passed on to the receiving school if a student transfers

In addition:

- Written notes/records of any Safeguarding or Child Protection issues regarding individual students will be kept in a locked cabinet in the office.
- A brief summary of the concerns will be recorded in a deep file, also kept in the office. This will indicate who has been notified, including parents and the Safeguarding and Child Protection School Governor.
- On individual student files a SIMS note will record to see the deep file.
- Crispin School will ensure that Safeguarding concerns and Child Protection information is passed on to Children's Social Care. We will retain our record for as long as the child remains in school, or transferred as described below.

Guidance from the Records Management Society is that when a student with a child protection record reaches statutory school leaving age, the last school attended should keep the general student records and child protection file until the student's 25 birthday. It should then be shredded. This timescale allows for any legal proceedings brought in terms of litigation by a student in respect of a school 'failing to provide an education'. However where a request is received from a college of further education any safeguarding information will be transferred following the LSCB guidelines.

PROMPT SHEET FOR CHILD PROTECTION REFERRALS – to be made by Designated Person or Deputy

This prompt sheet will help you bring together all necessary information before picking up the phone.

Before the Designated Safeguarding Lead makes a referral through the locally agreed procedures, they will need the following information to hand.

Child's details

- Name, including any middle names and, if the child is known by more than one name; list all names known.
- Date of birth.
- Address and telephone number.
- Health issues that may be relevant.
- Any known disabilities that may affect communication.

Family details

- Names of parents and/or carers.
- Names and ages of any other children in family.
- Ethnicity and cultural background and where appropriate information about the need for interpreters.
- Name of the family's GP

School history

- How long has the child attended your school?
- Attendance record – check if there has been a problem with attendance, look out for any patterns that emerge from attendance records, i.e. some children have been reported to miss every Monday because there have been problems at the weekend.
- Behaviour – how does the child present in school? Check for any repeated patterns of behaviour, or sudden changes of behaviour. Do these relate to a change in circumstances at home?
- Relationship with school: good, non-existent, volatile?

Child protection history

- Have you had previous concerns and have you made previous referrals? It is important to revisit previous concerns to get a wider picture. Child protection services are reliant on other agencies to help them build up a clearer picture of what has been happening. The relationship between each event may be more significant than each individual event.
- If you have referred in the past, what was the outcome? Never let the fact that no action was taken last time affect your way of managing new concerns. If you have a concern, always pass it on.

This referral

It is useful to write down your reason for referral before making your call. Include as much detail as you can.

Physical injury

Where your concern is about physical injury, make sure you note where on the body the injury is and describe shape and size. Be careful to record the factual evidence – i.e. what you can actually see, not your opinion of how the injury may have been sustained.

Sexual abuse

Are concerns about the child's behaviour? If so give as much detail as possible. State exactly what the child has been doing. Don't just report 'sexualised behaviour', give details. Has the child disclosed? If the child discloses to you or to a member of your staff, record in as much detail as possible what was said, who was there and the child's emotional state throughout the disclosure. Make sure any hastily written notes are signed and **dated** and kept securely. Handwritten notes are useful evidence should the case go to court at a later date.

Emotional abuse

Referrals regarding emotional abuse usually involve a number of concerns arising from both contact with the child and contact with the parents. Emotional abuse can cause impairment in the child's development, and such children may have very low self-esteem and self-image. Detail the way the child functions at school, with peers and with parents. Emotional abuse is hard to evidence so detail a number of events that have led to your concerns.

Neglect

If you are to refer a child because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause and impairment in the child's development.

Consent

Think through whether or not in this particular case you should ask the consent of the parent before making a referral. If you feel that asking consent would place the child at risk of significant harm, do not ask parents for their consent. Where you decide not to ask consent, record your reasons for not doing so.

Informing the parent

In most cases it is agreed that it is better to tell the parent that you intend to refer to Children's Social Care or the Police but think it through; if you think telling may put the child at more risk, take advice first. If in doubt, the DSL may seek advice from the DSL Consultation Line with Somerset CSC. Alternatively, Somerset Direct may be contacted on 0300 123 2224 and the case may be discussed with the Duty Social Worker.

Making the referral

Once the Designated Safeguarding Lead has all the necessary information in front of them, they will be able to make a child protection referral with confidence, following the South West Child Protection Procedures (www.swcpp.org.uk). Record all your actions and responses from other agencies.

Attendance at Child Protection Conferences

If students become the subject of Child Protection conferences the school will be represented and share information about the child and the family. Usually this will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting. Where the school provides a verbal report, parents/carers will be informed what is to be said prior to the conference.

Occasionally, the school may have information which is confidential and which will be shared in a closed meeting prior to the conference. If this is necessary, the Chair of the conference will discuss the matter with parents/carers beforehand.

When any child becomes the subject of a conference, local procedures require all other children in the family are considered. It may well be that the school will be required to provide information on children with whom there appear to be no direct concerns.

The school will contribute to the process of risk assessment and the decision about the child being in receipt of a child protection plan.

Safe Schools, Safe Staff

When recruiting staff and volunteers, the school must ensure all appropriate checks are made. All new staff will be issued with the safeguarding policy by email. The safeguarding policy is also available on Frog. All new staff will be issued with parts 1 and 2 of the Keeping Children Safe in Education (KCSE September 2016) document, staff code of conduct and contact details for the DSL (included in this policy).

The school must keep a careful check on all visitors and guests whether their visit is by invitation or unsolicited. They must sign in and display their badge for the duration of every visit. Visitors will be given the school information leaflet on Safeguarding. All new school staff will be issued with Keeping Children Safe in Education (KCSE September 2016): information for all school and college staff and staff code of conduct (including the DSL contact details). New staff will also be emailed the safeguarding policy to read.

The school must ensure that there is sufficient staff (male/female balance) to run all activities.

All school staff must be an adult role model for students: courteous, friendly and kind. No member of staff should make suggestive or discriminatory or other inappropriate comments.

All school staff should respect students at all times regardless of their sex, ethnicity, disability or sexual orientation.

No member of school staff must ever allow or engage in inappropriate verbal or physical contact of any description.

All school staff should be firm and fair with students. Favouritism should be avoided, as should singling out troublemakers.

No member of school staff should allow students or adults to engage in abusive activities such as initiation rites, ridiculing or bullying.

The school must develop an ethos that allows staff to feel comfortable and caring enough to point out any inappropriate attitudes or behaviour to each other.

The school must encourage children to trust their own feelings about adult behaviour and to assert their right to determine (within sensible limits) the behaviour with which they are comfortable.

All school staff should ensure that when working individually with a student, they should be mindful of safe working practices, (e.g. where possible doors are left open), other staff are aware they are working on a one to one basis, and immediate help is available if needed.

All school staff should report disclosures or concerns to the Designated Safeguarding Lead.

Staff should never trivialise child abuse issues.

No member of school staff should drive a student home without permission of the parent/carer and Head Teacher.

No member of staff should ever take a young person to their home. In any one-to-one situation that is not a clear and proper part of your work, you put yourself at risk of false allegations.

Safeguarding and ICT

Protecting young people in the online world means thinking beyond the school environment. As well as the computer to access the Internet, now many mobile phones and games consoles offer broadband connections.

Students may be working online in school, at home or in an Internet café. Increasingly students will have access to personal devices not covered by network protection and therefore the emphasis needs to be on educating all users as to the risks involved and their obligation to act responsibly while online.

All school staff should be aware of this policy and understand their personal responsibility with regard to keeping young people safe on line and how to respond to e-safety incidents.

Safeguarding children and young people in both the real and virtual world is everyone's responsibility.

The Headteacher, supported by the governing body, will take the lead in embedding the agreed e-safety policies in practice.

The member of the senior leadership team with responsibility for safeguarding should be the central contact point for all e-safety issues. This person is the Designated Safeguarding Lead (DSL). All students should be made aware of the school's acceptable user policy and what to do if they have any Internet safeguarding concerns.

- 99% of children aged 8 – 17 access the internet (Ofcom, 2008)
- Research shows that the Internet has led to more children and young people having access to some kinds of content that might not be appropriate for their age (e.g. sexual material)
- Although children and young people are really confident using technology they don't always know how to judge what information they can trust and what they can't.
- Unwanted contact by strangers is also a problem and children are still meeting up with people they first met online, even when they know about the risks.
- Bullying can expand online, especially because it can be anonymous, and people feel less responsible for their contribution to the bullying.
- It can also be viewed again and again, by lots of people.
- Children and young people often upload things about themselves or others without necessarily understanding or thinking through what the long term effects might be. (Byron Report 2008)

Acceptable use policy

Crispin school has an acceptable use policy. This should detail the ways staff; students and all network users (including parents) can and cannot use ICT facilities.

This includes details on:

- System security
- Unauthorised activities
- Social Networking sites
- E-Mail
- Internet Access
- Laptops
- Resource Limits
- Privacy
- Sanctions

The Acceptable Use Policy should link with other safeguarding policies such as anti-bullying, cyber bullying etc.

All students in the school should be aware of potential risks and how to practise safe, responsible behaviour, wherever and whenever they are online.

Students should know where to seek help both in and out of school and how to report incidents. They should be trained using the “ThinkUKnow” materials from the Child Exploitation Online Protection Centre (CEOP) and know when and who to use the Virtual Global Taskforce (VGT) icon available on some websites.

Students are not accountable for the actions that others may force upon them but there are sanctions that the school will impose if they act inappropriately when online.

Reporting Incidents

If a student receives an abusive e-mail or text they should report the matter to a member of staff as soon as possible. A copy of the e-mail with full headers, plus dates and times should be saved. Staff will investigate all complaints of abuse and take action accordingly. The same applies to social networking sites and texts.

Responsibility for handling incidents involving children will be taken by the Designated Safeguarding Lead in consultation with the Headteacher. If one or more students view inappropriate material the first priority will be to give them appropriate support. The student's parent/carers will be informed and given an explanation of the course of action the school has taken.

If staff or students discover unsuitable sites, the Designated Safeguarding Lead and the Network Manager will report the URL (address) and contact to the ISP and the Local Authority. The filtering system used in all maintained schools in Somerset contains a mechanism for automatically reporting any attempts to access illegal sites on the Internet Watch Foundation list, to the Police. If it is thought that illegal material has been accessed outside of this filtering umbrella, after consultation with the Local Authority, the site will be referred to the Internet Watch Foundation (IWF) and the Police.

The school should provide guidelines for parents, carers and others on safe practice on the website.

Senior leaders in school are required to respond to a wide variety of e-safety incidents on a daily basis. The majority involve students, but on occasion it may be a teaching or non-teaching member of staff whose conduct is in question. Many of these incidents will be covered in the school's acceptable use policy; where they are not, the Local Authority should be informed at the earliest opportunity so that appropriate action can be taken.

Age Restricted Material

Print publications are classified to provide information and protect people from viewing material that might be inappropriate or damaging to their moral and physical wellbeing. It is illegal to show, give or sell restricted materials to a person under a certain age. The Internet has little in the way of classification of materials, though several groups are attempting to introduce classification categories for describing web materials. Schools should ensure that processes are in place to minimise the risk of students gaining access to inappropriate materials, through supervision and monitoring. Blatant intentional exhibiting of age-restricted materials to students under the specified age is a serious breach of e-safety and may result in a criminal prosecution or suspension/dismissal.

Any incident that involves inappropriate adult access to legal material would be dealt with by the school's discipline policy and the Local Authority should be informed of any action taken.

Any incident of racially motivated abuse via technology will be linked in with the monitoring of racial incidents in the school. Where an incident involves racial abuse, the Local Authority should be informed and they will decide whether or not Police involvement is required.

Incidents involving staff

Any incident involving a member of staff is a serious and often complex matter. There may be implications for the safety of students, fellow employees and the learning environment, and for the reputation of the school.

Harassment or grooming of another person using technology, or breaching their right to privacy, poses a serious threat to their physical and emotional safety, and may have legal consequences.

In all disciplinary instances, the school would consult with HR and must be careful to follow disciplinary protocols, ensuring that proper documentation and recording of information occurs and that appropriate counselling and support are given. Parents/carers of the student involved must be kept fully informed of the matter.

Depending on the incident the designated person and head teacher will decide on an appropriate course of action. This may include involving external agencies. The e-safety co-ordinator should review e-safety policies as soon as possible after the incident in an attempt to prevent such an incident recurring, debriefing relevant staff accordingly, and providing school-wide training as appropriate.

What to do in the event of discovery of illegal material

Discovery of illegal material within the school's network is a very serious situation, and must always be reported to the police. It is important that the material is not downloaded, printed or sent by e-mail, because doing so will be an offence in itself. **If at all possible, do absolutely nothing to the suspect computer or computers, including turning them on or off as this could potentially compromise any evidence the device may contain.** Incident specific advice should be sought VERY quickly, either from the Police or Southwest One ICT as soon as the incident becomes known

Basic steps:

- Seek immediate and specific advice from either Southwest One ICT or the Police, relevant to this incident.
- Prevent any further physical access to the device until the correct advice is gained.
- Unless absolutely necessary DO NOT remove the power from a working PC and definitely DO NOT start a PC if it is already turned off.
- Consider if it is necessary to prevent remote access to the device. If you suspect that a member of staff or student who has left the site, could remove or damage evidence on the device remotely, unplug ONLY the network cable from the back of the device to prevent this access from taking place.
- If the PC is already turned off, and it is no longer realistically possible to prevent further physical access to the device, (i.e. lack of supervision, high levels of access or an unoccupied location) disconnect the power at the base unit (not the wall) and remove the battery from a laptop. Store this device securely in a location where no one else can gain access to it and make a note of the date, time and name of the individual who performed this action.

Under no circumstances should the e-safety co-ordinator, network manager or head teacher attempt to conduct an investigation of their own, or bring in an outside 'expert' to do so, as this may compromise the evidence if a legal case were to result. In some cases this may constitute a criminal offence in itself.

PROCEDURES TO FOLLOW IF AN ALLEGATION IS MADE AGAINST A MEMBER OF STAFF

Never let allegations by a child or young person go unrecorded or unreported. In all instances the Designated Safeguarding Lead must be informed. If the allegation concerns the Designated Safeguarding Lead, then the Headteacher must be informed. If the concern involves the Headteacher then the Chair of Governors must be informed.

In all situations the school HR contact and the Local Authority Designated Officer for Allegations Management, must be informed. The contact details for the Local Authority Designated Officer are: AGoble@somerset.gov.uk or telephone 0300 123 2224.

If you receive a disclosure it is important to reassure the child that what he/she says will be taken very seriously and everything possible done to help.

If you are in the room when a student begins to disclose concerns to another person, you should stay unobtrusively in the background. You may be able to support/witness what has been said if required.

EXTENDED SCHOOLS

Schools need to be clear about safeguarding procedures in relation to extended school activities. Activities organised by or with the school, should follow the school's safeguarding policy. The provider of the extended school service should have a bespoke policy, in which case the provider's policy and DBS checks will need to be assured. This is the responsibility of the school.

Crispin School ensures that all extended providers have a safeguarding policy in place or have agreed to follow Crispin School procedures, including DBS checking where appropriate.

OFF-SITE PROVISION

When placing students with other Education Providers, Crispin School is responsible for checking that the provider has complied with required recruitment procedures and that individuals working with students are DBS checked. Within the provider contract, the manager of the provision should provide assurances, and sign the agreement that this requirement has been adhered to.

Remember: value your professional judgement. School may be the only agency involved with the family at the time of referral, and always pass your concerns to the Designated Safeguarding Lead.

This policy should be read in conjunction with other related policies in school such as:

1. Health and Safety
2. Drugs and substance misuse
3. Equal opportunities
4. PSHE Curriculum
5. Racial equality
6. Sex education

Useful Publications (All available from DFE website)

- Keeping Children Safe in Education September 2016
- Working together to Safeguard Children 2006
- What to do if you are worried a Child is being abused
- Staying Safe Action plan

Relevant Documents

- Southwest Child Protection Procedures on www.swcpp.org.uk
- The Counter Terrorism and Security Act (2015)

Useful Websites

www.somersetssafeguardingchildrenboard.org.uk

www.everychildmatters.gov.uk

Useful Phone Numbers

- | | |
|---|---------------|
| • Somerset Direct | 0300 123 2224 |
| Local Authority Designated Officer (LADO) | |
| • Anthony Goble | 0300 123 2224 |

PRINCIPLES

No pupil should suffer harm, either at home or at School.

Everyone who works in our school has a responsibility to make sure that our young people are safe at all times.

This leaflet has been created to help you to understand what is expected of you, either as a volunteer, a visitor or a concerned adult. Please seek advice if you are unclear about any particular aspect of this leaflet or the child protection procedure.

For reference please keep this leaflet safe. If you are worried about the safety of any pupil in our School, you have a duty to report your concern to the Designated Safeguarding Lead.

Crispin School has a Safeguarding Policy and a copy is available on our website www.crispinschool.co.uk or on request.



Who should you contact?

Designated Safeguarding Lead at
Crispin School:

Mrs B De Sousa-Wyles
Deputy Headteacher

or

Mr M Drew
Assistant Headteacher

on

01458 442714

Working together to ensure the safety
of our school community.



CHILD PROTECTION PROCEDURES FOR VOLUNTEERS AND VISITORS



RAISING ACHIEVEMENTS AND ASPIRATIONS

MAY 2017

Church Road
Street, Somerset
BA16 0AD

Telephone: 01458 442714

E-mail: office@crispinschool.co.uk

www.crispinschool.co.uk

EXPECTATIONS

Adults working or visiting Crispin School, play an important part in the life of the School, whether helping to raise the aspirations of our pupils, visiting or being involved in learning.

Everybody plays a part in keeping pupils safe whilst working or visiting the School. This is whether you are directly employed by School, a guest or a visiting agency.

It is also important that we take steps to keep ourselves safe. Our actions can sometimes be perceived in a way that was not intended. Crispin wants to promote safe working practices for everyone on the school site, whatever your job or your reason to be here.

All staff, including supply staff and regular visitors are subject to enhanced Disclosure and Barring Service (DBS) checks.

To keep yourself and our pupils safe from possible allegations or significant harm, please follow the guidance:



Do:



- ✓ Provide a good example and positive role model by behaving in a mature, respectful, safe, fair and considerate manner.
- ✓ Treat all pupils equally - never build 'special' relationships or confer favour on particular pupils.
- ✓ Speak to a member of staff if you are concerned about a child.
- ✓ Stay calm and listen if a child discloses potential abuse - do not judge and interrogate.
- ✓ Record any disclosure immediately on a child protection form with date, times and sign it (using the pupil's own words). The forms are available on reception.
- ✓ Do feel confident that the information and concerns you provide about a pupil are treated seriously,
- ✓ Reassure the pupil that they have done the right thing in telling you.
- ✓ Tell them that you have to tell someone else.
- ✓ Always ensure that you pass on any concerns before you leave school for the day.
- ✓ Always sign in and out at reception and wear your name badge at all times.

DON'T:



- ✗ Instigate verbal or physical contact with pupils (this applies on and off school grounds) unless it is appropriate and a part of an agreed reason for your visit.
- ✗ Respond to verbal or physical contact from pupils. If this occurs, or you have any other concerns about a pupil's behaviour then it should be reported immediately to the member of staff overseeing the visit.
- ✗ Give personal information to any pupil - for example your name, address, telephone number or email address.
- ✗ Accept or respond to a pupil attempting to give you their personal details.
- ✗ Accept physical or verbal abuse from a pupil. Do not respond but report it immediately to a member of staff at school.
- ✗ Take photographs of pupils unless given specific permission.
- ✗ If a pupil discloses abuse to you do not promise confidentiality. Report it immediately to the person overseeing your visit.
- ✗ Communicate with pupils on any form of social network.
- ✗ Give a pupil a gift of any kind without seeking advice from a member of staff.

Logging a concern about a child's safety and welfare

This form is for completion by staff or visitors when they become aware of child welfare concerns, in accordance with government guidance and the school's child protection and safeguarding policy. This form should be passed to the **Designated Child Protection Teacher** (Mrs B. de Sousa-Wyles) or in her absence, Mr M Drew, who will monitor concerns and report where appropriate to Somerset Direct if a child is deemed at risk of significant harm. (All staff are issued with this form and additional copies are available in Main Reception).

- Do not promise confidentiality
- Remain calm and pass the form to Mrs B. De Sousa-Wyles or in her absence, Mr M. Drew **immediately in a sealed envelope marked confidential by hand**
- Remember you may not hear anything further about the disclosure
- If you are unsure whether to report something or not, please report it as it may help to form a picture of that child's experiences and be important
- If you are upset by the incident seek support from the designated teacher

Student's Name:	
Date of Birth:	
Date:	
Time (of writing this record):	
Name, signature and role of person making this record (PRINT) On this and every other sheet used	Name: Role: Signature
Nature of Concern <ul style="list-style-type: none"> • Attach additional sheet(s) if necessary • Record facts • Include observations of what was seen as well as professional opinions making it clear it is opinion • Use the child's own words, do not paraphrase, do not question the child further, only record what they have said • Explain context and evidence of disclosure 	
Note actions, including names of anyone to whom your information was passed	
Any other relevant information (Factual)	

**PLEASE PASS THIS FORM TO YOUR DESIGNATED PERSON FOR CHILD PROTECTION
(Designated person to complete Part 2 overleaf)**

Time and date information received by Designated Child Protection Teacher and from whom	
Any advice sought by Designated Child Protection Teacher (date, time, name, role, organisation & advice given)	
<p>Action taken (referral to children's services/monitoring advice given to appropriate staff/ EHA etc)</p> <p>If decision not to refer, please justify reason</p> <p>Note date, time, names, who information shared with and when</p>	
<p>Parent's/Carers informed</p> <p>Yes/No</p> <p>and reasons</p>	
<p>Outcome</p> <p>Record names of individuals/agencies who have given you information regarding the outcome of any referral (if made)</p>	
Where can additional information regarding child/incident be found? (e.g. Student file, serious incident book)	
Signed:	
Name: (Printed)	
Date:	