

HASMONEAN HIGH SCHOOL



SAFEGUARDING AND CHILD PROTECTION POLICY

INTRODUCTION

Hasmonean High School ("the School") acknowledges its responsibilities for safeguarding and child protection. We recognise our responsibility to protect children from maltreatment, prevent impairment of children's health or development, ensure that children grow up in circumstances consistent with the provision of safe and effective care and take action to enable all children to have the best outcomes. Our policy applies to all School staff, volunteers and governors. It is acknowledged that the role of the governors will be a monitoring and supporting one whereas staff will be actively involved in the management of safeguarding and child protection issues on a daily basis.

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the School:

- Health and Safety Policy
- Pupil Discipline including Anti-Bullying, Rewards & Behaviour Management
- SEN Policy
- Equality Policy: Race, Gender, Disability and Cultural Diversity
- Educational Visits Policy
- Recruitment Policy
- Use of Physical Intervention Guidance
- First Aid Policy
- Medical Emergency Procedures

The main elements to our policy are:

- Practising 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.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with their agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

- Ensuring compliance with Prevent Duty (“Prevent”) obligations.

The School recognises that because of their day to day contact with children, staff and volunteers at the School are well placed to observe the outward signs of abuse, changes in behaviour and failure to develop. The School will therefore:

- Strive to establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- To establish and maintain an environment where School staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns regarding the safety and well being of a child.
- Let children know that there are adults in the School who they can approach if they are worried.
- Include opportunities in the curriculum (i.e. PSHE) for children to develop the skills they need to recognise and stay safe from abuse.
- Provide child protection training for all staff and volunteers.

We will follow the procedures set out by the Local Safeguarding Children Board (LSCB)¹ and will have regard to statutory guidance issued by the Department for Education (“DfE”).

Safeguarding Legislation and guidance

The relevant statutory guidance ‘Keeping Children Safe in Education’ can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418686/Keeping_children_safe_in_education.pdf; and

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418687/Keeping_children_safe_in_education_part_1_only.pdf

What is Child Abuse?

All School staff should be aware of the signs of abuse and neglect. These descriptions are taken from the DfE guidance ‘Keeping children safe in education’.

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical Abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

DfE advice on cyberbullying can be found here:

¹ Barnet Safeguarding Children Board (BCSB) Child Protection Procedures : *This is a guide to procedures and practice for all professional staff in Barnet who work with children*

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Indicators of abuse

There are a number of warning indicators which might suggest that a child may be being abused or neglected. It is recognised that warning signs and symptoms of child abuse and neglect can vary from child to child and a warning sign does not automatically mean a child is being abused.

Set out below are some examples of signs which may be indicators of abuse taken from Government non-statutory guidance 'What to do if you're worried a child is being abused' (these examples are not exhaustive)².

Physical Abuse:

- children with frequent injuries;
- children with unexplained or unusual fractures or broken bones; and/or
- children with unexplained bruises or butts, burns or scalds or bite marks.

Emotional Abuse:

- children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- parents or carers who humiliate their child, for example, by name-calling or making negative comparisons; and/or
- parents or carers blaming their problems on their child.

Sexual Abuse:

- children who display knowledge or interest in sexual acts inappropriate to their age;
- children who use sexual language or have sexual knowledge that you would not expect them to have; and/or
- children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Sexual Exploitation:

- children who have older boyfriends or girlfriends;
- children who appear with unexplained gifts or new possessions; and/or
- children who regularly miss school or education or don't take part in education.

² Further examples are set out at Appendix 1 of this policy

Neglect:

- children who do not have adequate clothing e.g. not having a winter coat;
- children who are hungry or dirty; and/or
- children who are often angry, aggressive or self-harm.

Members of staff are expected to be aware of signs of abuse and neglect so that they are able to identify cases of children who may need help or protection. Further examples of abuse are set out in Appendix 1 hereto.

All staff have a responsibility to report any concerns they may have to the relevant Designated Safeguarding Lead (“DSL”) or where appropriate child protection services (as set out in this policy), however they are not required or expected to investigate or decide whether a child has been abused.

RECRUITMENT, INDUCTION AND TRAINING OF STAFF

Recruitment

The School has written recruitment and selection policies and procedures in place and these will be followed at all times.

For all candidates:

- written information about previous employment history must be provided;
- checks need to be carried out to ensure that the information is not contradictory or incomplete; and
- before interview all shortlisted candidates’ references will be sought (including internal ones).

Any information about past disciplinary action or allegations must be considered carefully when assessing an applicant’s suitability for the post.

Any offer of employment is conditional (and it shall be made clear to the successful candidate that this is the case) on satisfactory completion of the necessary pre-employment checks. These checks include:

- verification of candidates’ identity;
- obtaining a certificate for an enhanced DBS check which will include barred list information, for those who will be engaging in regulated activity;
- verification of the person’s right to work in the UK;
- where the individual has worked outside the UK any other checks the School considers appropriate have been carried out;
- where the role applied for is for a teacher, confirmation that the individual is not subject to a prohibition from teaching order;
- where role applied for is a management position, confirmation that the individual and is not subject to a prohibition from management direction; and
- where Childcare (Disqualification) Regulations 2009 applies the candidate will be required to provide the School with information requested to enable the School to comply with its obligations under the Regulations. Staff must advise the Headteacher of any changes to the information provided. The candidate will be made aware of the provisions of the Childcare (Disqualification) Regulations 2009, including the fact that they may be disqualified ‘by association’ under regulation where they live in the same household as a disqualified person or in a household in which a disqualified person is employed.

Induction

Staff induction will include an explanation of the systems within the School which support safeguarding and the child protection policy and the staff Code of Conduct³.

³ Set out at Appendix 2 of this Policy

On induction all staff will receive a copy of the following documents which the individual must read and become familiar with:

1. a copy of this Safeguarding and Child Protection Policy;
2. the Staff Code of Conduct; please see Appendix 2
3. DfE statutory guidance '[Keeping Children Safe in Education – Information for all school and college staff](#)'; and
4. where providing education, childcare or supervised activity during school hours to children under reception age, or outside of school hours for children above reception age and under eight staff will read the DfE statutory guidance [Disqualification under the Childcare Act 2006](#) and any Ofsted guidance referenced in the statutory guidance.

Staff will be notified as to the names of the DSLs responsible for child protection and their role.

The induction will make clear that all staff should refer to the DSLs if they have any concerns or that in emergencies or where a member of staff have a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

Where the individual holding the post of DSL changes, this change will be notified to all school staff and governors as soon as practicable.

The School will keep a single central record – covering all staff (including supply staff, and teacher trainees on salaried routes) working at the School and records whether the following checks have been carried out or certificates obtained, and the date on which each check was completed /certificate obtained:

- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- a prohibition from management check;
- further checks on people living or working outside the UK;
- a check of professional qualifications;
- a check to establish the person's right to work in the UK;
- for supply staff whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date the confirmation was received; and
- where checks are carried out on volunteers, this should also be recorded on the single central record.

Training

Upon induction and regularly thereafter, the School will make sure that all staff receive adequate training in child protection and are aware of systems within the School which support safeguarding.

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the School's management team.

DESIGNATED SAFEGUARDING LEAD

The Designated Persons for Child Protection in this School are:

Girls' site: **Mrs Sarah Mendelsohn**, Student Welfare Officer
Boys' site: **Rabbi Howard Cohen**, Assistant Headteacher

The Senior Designated Persons for Child Protection in this School are:

Girls' site: **Mrs Rachel Fink**, Head of Girls' School
Boys 'site: **Mrs Debbie Lebrecht**, Head of Boys' School

The DSLs will liaise with other services and assist staff with their safeguarding duties. The School will ensure that there is always cover for this role. The School will ensure the DSLs undertake updated child protection training every two years.

The DSLs are responsible for:

- ensuring that where concerns are raised that they (where relevant):
 - refer all cases of suspected abuse to the local authority children's social care;
 - raise child protection concerns to the designated officer;
 - report incidences where a person is dismissed or left due to risk/harm to a child to the DBS; and
 - report where a crime may have been committed to the police.
- Liaising with the head teacher or principal to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Ensuring that each member of staff has access to and understands the School's Safeguarding and Child Protection policy and procedures, especially new and part time staff.
- Ensuring the School's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Ensuring the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this.
- Acting as a link with the local LSCB (Local Safeguarding Children's Board) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensuring that all newly appointed staff including NQTs receive child protection induction and training
- Undertaking Prevent Awareness Training such as the Home Office's Workshop to Raise Awareness of Prevent (WRAP).
- Ensuring a child's child protection file is transferred to the new school or college as soon as possible when children leave the School.

VOLUNTEERS AND CONTRACTORS

The School will ensure all volunteers receive a copy of this policy and are aware who the DSLs are and their role, and know to refer to them if they have any safeguarding concerns.

The appropriate level of DBS check will be undertaken for all volunteers and contractors. Where a volunteer or contractor will be engaging in regulated activity a certificate for an enhanced DBS check including barred list information must be obtained. If a volunteer will not be engaging in regulated activity, but will have the opportunity to come into contact with children on a regular basis a DBS certificate will be obtained.

All contractors and their staff's identity will be checked upon arrival at the School.

REPORTING CONCERNS

Listening to children

When a child approaches a member of staff or other adult about a child protection issue that adult must follow these rules:

- Do not promise complete confidentiality. Explain you might have to tell other people to help keep the child or other children safe.
- Listen positively and reassure the child that speaking to you is the right thing to do.
- Do not jump to conclusions, put words in the child's mouth, or ask questions that point towards a particular answer.
- Write a record of the conversation as soon as possible, including rough diagrams of any visible injury, and noting any action taken – these dated and timed notes must be handed to the relevant DSL and preserved.
- Do not try to investigate or take any action beyond the agreed procedures.
- Always act in the best interests of the child.

Taking Action

If staff members have concerns about a child they should raise these with the relevant DSL as a matter of urgency and provide him/her with a referral form.

The DSL will decide whether to make a referral to Barnet Children and Family Care, Children's Service ("BCFC-CS") – however it is important that all staff are aware that any staff member may refer to BCFC-CS directly. Where it is considered that a child would benefit from coordinated support from more than one agency there should be an inter-agency assessment for early help.

If there is a risk of immediate serious harm to a child a referral should be made immediately to BCFC-CS.

If staff members have concerns about another staff member or volunteer having:

- Behaved in a way that has, or may have, harmed a child.
- Possibly committed a criminal offence against/related to a child.
- Behaved toward a child in a way which indicated he/she is unsuitable to work with children.

this should be referred to the Executive Headteacher. Management of the process will follow Part 4 of Keeping Children Safe in Education and the process set down in Part 7 of 'London Child Protection Procedures, Allegations Against Staff or Volunteers who work with children'.

Where there are concerns about the Executive Headteacher this should be referred to the chair of governors.

Recording

Where a report of a child protection related matter is received, a written record of what happened and what action was taken must be made. All records on child protection are to be kept separate from routine pupil records, with restricted access. On the pupil's file a note will be placed to indicate the existence of a separate child protection file for that pupil.

Any minutes from a child protection conference should be kept in the separate child protection file.

Ongoing Pupil Support

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The School may be the only stable, secure and predictable element in the lives of children at risk. When at the School their behaviour may be challenging and defiant or they may be withdrawn. The School will endeavour to support the pupil through:

- The content of the curriculum.
- The School ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

- The School's behaviour policy which is aimed at supporting vulnerable pupils in the School. The School will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, child and adult mental health service, education welfare service and educational psychology service.
- Where a pupil on the child protection register leaves, transferring their information to the new school immediately and informing the child's social worker.

The following Section applies only to Nursery Staff

Disqualification from providing childcare or registration, including 'by association'

All staff in our school are required to notify the School immediately if they are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence (please see a list of the relevant offences set out here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/DBS_referrals_guide_-_relevant_offences_v2.4.pdf).

The 'by association' requirement also applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006.

The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.

The School takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the School immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the school immediately if he/she is living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

Staff who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. In case of doubt, staff should refer the matter to the Executive Headteacher

Concerns under Prevent

We recognise that the School is intended to be a safe place in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. The School acknowledges its duty to have "due regard to the need to prevent people from being drawn into terrorism".

In compliance with this duty and despite the risk at Hasmonian being assessed as low in this matter the School **where applicable** will:

- carry out risk assessments in order to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology (including the risk of online radicalisation);
- promote fundamental British values;
- ensure all School staff undertake the online general awareness training module on Channel: http://course.ncalt.com/Channel_General_Awareness/01/index.html and are aware of when it is appropriate to make a referral to the Channel programme (Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism); and

- ensure that there are suitable filters in place for all IT equipment and that children and young people are equipped with the knowledge to stay safe online in school and outside. Every teacher will be aware of the risks posed by the online activity of extremist and terrorist groups.

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect. The School will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer. Details of procedures for addressing this can be found in the School Attendance Policy.

Female Genital Mutilation ("FGM")

All teachers (along with social workers and healthcare professionals) have a statutory duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils.

For the purposes of the mandatory reporting duty, a teacher is someone who undertakes teaching work as follows (including through distance learning or computer aided techniques):

- planning and preparing lessons and courses for pupils;
- delivering lessons to pupils;
- assessing the development, progress and attainment of pupils; and
- reporting on the development, progress and attainment of pupils.

These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the head teacher to provide such direction. The mandatory reporting duty will not therefore apply to supervised teaching assistants.

If staff have concerns that FGM has taken place, as well as reporting this to the police, they should also activate local safeguarding procedures using existing and national and local protocols. Unless the teacher has a good reason not to, they should still consider and discuss any case of FGM with the DSL and involve children's social care as appropriate.

Work Experience

For children under the age of 16, a barred list check by the DBS may be required for some people supervising the work experience placement. When determining what checks are necessary the School will consider the specific circumstances of the work experience, in particular the nature of the supervision and the frequency of the activity being supervised.

Where a pupil over the age of 16 is carrying out work experience at another School, the School should consider whether a DBS enhanced check should be requested.

GOVERNORS' OBLIGATIONS

The School governing body has overall responsibility for ensuring that there are sufficient and appropriate measures in place to safeguard the children in the School.

The chair of governors will ensure that enhanced DBS checks are undertaken for other members of the governing body and where such a check has been undertaken, an enhanced DBS certificate is obtained.

The School's governors will:

- nominate a governor responsible for child protection who will liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse being made against the Executive Headteacher;
- refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult;
 - where the harm test is satisfied in respect of that individual;
 - where the individual has received a caution or conviction for a relevant offence, or
 - there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left;
- where a teacher is dismissed or the services of a teacher are no longer used because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002;
- ensure that staff have skills, knowledge and understanding necessary to keep looked after children safe. Ensure appropriate staff have information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibilities;
- ensure there is a designated teacher to promote the educational achievement of children who are looked after and ensure that this individual has appropriate training. The designated teacher should ensure that the relevant DSL has details of the child's social worker and the name of the virtual school head in the authority that looks after the child;
- have regard to how children may be taught about safeguarding, including online;
- Ensure any deficiencies in child protection arrangements are remedied without delay; and
- Ensure that this policy and associated procedures are reviewed annually.

MONITORING AND EVALUATION OF THE POLICY

A nominated Safeguarding and Child Protection Governor will monitor and evaluate on an annual basis the effectiveness of child protection work carried out by the School and report back to the full governing body.

Students will be surveyed annually on their views regarding safeguarding, who to ask for help if their safety is threatened and how to develop a healthy safer lifestyle.

Parents will be surveyed every 2 years on whether they feel their child feels safe and well cared for in School.

THIS POLICY WILL BE REVIEWED ANNUALLY. THE NEXT REVIEW DATE IS April 2017

THIS POLICY CAN BE ACCESSED ON THE SCHOOL WEBSITE AT:
<http://www.hasmonean.co.uk/information/policies/>

APPENDIX 1

INDICATORS OF POSSIBLE SIGNIFICANT HARM

POSSIBLE SIGNS OF PHYSICAL ABUSE:

- Unexplained injuries or burns, particularly if they are recurrent.
- Injuries not typical of accidental injury.
- Frequent injuries even with apparently reasonable explanations.
- Improbable or conflicting explanations for injuries.
- Refusal to discuss injuries.
- Admission of punishment which appeared excessive.
- Fear of parents being contacted.
- Bald patches.
- Withdrawal from physical contact.
- Fear of returning home.
- Fear of medical help or parents not seeking medical help.
- Self –destructive tendencies.
- Aggression towards others.
- Chronic running away.
- Frequently absent from school.

POSSIBLE SIGNS OF EMOTIONAL ABUSE

- Probably the most difficult type of abuse to recognise. An emotionally abused child is often withdrawn, introverted and depressed.
- Admission of punishment which appears excessive.
- Over – reaction to mistakes.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate emotional responses.
- Neurotic behaviour. (e.g. rocking, hair twisting, thumb sucking)
- Self mutilation.

- Fear of parents being contacted.
- Extremes of passivity or aggression.
- Drug / solvent abuse.
- Chronic running away.
- Compulsive stealing.
- Scavenging for food or clothes.
- Continual self depreciation.
- Air of detachment – ‘don’t care’ attitude.
- Social isolation – does not join in and has few friends.
- Desperate attention – seeking behaviour.
- Eating problems, including over-eating or lack of appetite.
- Depression, withdrawal.

POSSIBLE SIGNS OF SEXUAL ABUSE

- Demonstrate sexual knowledge or behaviour inappropriate to age or stage of development, or that is unusually explicit.
- Wetting or other regressive behaviours e.g. thumb sucking.
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn.
- Stops enjoying previously liked activities.
- Be reluctant to undress for PE.
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult.
- Draw sexually explicit pictures.
- Urinary infections, bleeding or soreness in the genital or anal areas.
- Soreness or bleeding in the throat.
- Chronic ailments, such as stomach pains or headaches.
- Take over the parental role at home; seem old beyond their years.
- Develop eating disorders such as anorexia or bulimia.
- Depression or suicidal thoughts.
- Poor self-image, self harm, self-hatred.

- Physical discomfort.
- Use drink or drugs to excess.
- Questions regarding pregnancy.
- Memory loss.
- Frequent running away
- Restricted social activities.
- Find excuses not to go home or to a particular place.
- Have recurring nightmares or be afraid of the dark.
- Be unable to concentrate; seem to be in a world of their own.
- Have a 'friend who has a problem' and tell you about the abuse of the friend.
- Sudden changes in school work habits, e.g. becoming truant.
- Withdrawal, isolation or excessive worrying.
- Outbursts of anger or irritability.
- Unexplained sums of money.
- Act in a sexually inappropriate, harmful or seductive way towards others.

POSSIBLE SIGNS OF NEGLECT

- Constant hunger.
- Poor personal hygiene.
- Inappropriate clothing or clothing in a poor state of repair.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Low self-esteem.
- Poor social relationships.
- Compulsive stealing.
- Constant tiredness.
- Emaciation.
- Destructive tendencies.
- Neurotic behaviour .e.g. rocking, hair twisting/pulling, thumb sucking.

- Chronic running away.
- Scavenging for food or clothes.

In addition to all of the above signs, a child may disclose an experience in which she/he may have been harmed, or there may be any other cause to believe that a child may be suffering harm.

APPENDIX 2

STAFF CODE OF CONDUCT

- All staff must respect the rights, dignity, privacy and worth of each pupil equally within the context of the school.
- Staff must place the well being and safety of each pupil above all other considerations, including the development of educational performance.
- Staff must adhere to all guidelines laid down by the school in relation to the care and welfare of the pupils.
- Staff must develop an appropriate working relationship with each pupil based on mutual trust and respect.
- Staff must not exert undue influence on pupils to obtain personal benefit or reward.
- Staff must encourage and guide pupils to accept responsibility for their own behaviour and performance.
- Staff must ensure that the activities they direct or advocate are appropriate for their age, maturity, experience and ability of the pupils.
- Staff must co-operate fully with others in the best interests of the pupil.
- Staff must themselves consistently adhere to high standards of behaviour and appearance.

Staff Protection

It is possible to reduce situations in which abuse can occur and help protect staff by promoting good practice. Always be open and public when working with pupils. Avoid situations where a teacher and an individual pupil are completely unobserved.

All staff should also be aware that they should **not**: -

- Spend excessive amounts of time alone with individual pupils.
- Take pupils alone on car journeys, however short.*
- Take pupils to their home where they will be alone.

*If cases arise where these situations are unavoidable, they should only occur with the full knowledge and consent of the Executive Head Teacher, or in their absence the Headteacher and/or the pupil's parent or guardian.

It is sometimes necessary for members of staff to accompany individual pupils. The permission of the Executive Head Teacher, or in their absence the Headteacher, must be obtained on such occasions.

Staff should never:-

- Allow or engage in rough, physical or sexually provocative games, including horseplay.
- Share a bedroom with a pupil.
- Allow or engage in any form of touching. (Common sense should be exercised in dealing with injured pupils, or pupils in distress.)
- Allow pupils to use inappropriate language unchallenged.
- Make sexually suggestive or inappropriate comments to a pupil, even in jest.
- Allow allegations made by a pupil to go unchallenged, unrecorded or not acted upon.
- Do things of a personal nature for pupils they can do for themselves e.g. helping them dress.
- Invite or allow pupils to stay with you at your home.
- Contact pupils using social networking sites such as Facebook/ My Space or give out personal e-mail details
- Humiliate pupils, including the use of sarcasm.

Reviewed & approved by Stone King:

Checked by Maxine Zeltser – Parent Governor

Ratified by Full Governing Body April 2016

Next Review April 2017