

***Baginton Fields School  
Policy for Safeguarding  
&  
Child Protection***



***"Dedicated to delivering inspirational learning experiences"***

**Date of Last Review: September 2018**

**Reviewed by: Franck Lavie**

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**Designated Lead Person for Child Protection: Franck Lavie, Deputy Headteacher,**

[deputyhead@bagintonfields.coventry.sch.uk](mailto:deputyhead@bagintonfields.coventry.sch.uk)

**02476303854**

**Deputy Designated Lead Person for Child Protection: Alison Francis, Headteacher,**

[Headteacher@bagintonfields.coventry.sch.uk](mailto:Headteacher@bagintonfields.coventry.sch.uk)

**02476303854**

**Named Governor for Safeguarding & Child Protection: Donna Partridge,**

[donnapartridge31@gmail.com](mailto:donnapartridge31@gmail.com)

**Named Governor for LAC: Geoff Lockett, [geoff.lockett@btinternet.com](mailto:geoff.lockett@btinternet.com)**

**LAC Designated Person: Alison Francis, Headteacher**

**E-Safety Lead: Sean Noone, [seann@bagintonfields.coventry.sch.uk](mailto:seann@bagintonfields.coventry.sch.uk)**

**Local Authority Designated Officer (LADO), for allegations against staff:**

**Contact:** Angie Bishop, Risk Management Co-ordinator and designated officer

[LADO@coventry.gcsx.gov.uk](mailto:LADO@coventry.gcsx.gov.uk)

Tel: 024 76 833 433

Online referral form: <http://www.coventry.gov.uk/ladorefferral>

**Chair of Governors: James Moore, [j.moore363@btinternet.com](mailto:j.moore363@btinternet.com)**

**Vice-Chair of Governors: Geoff Lockett, [geoff.lockett@btinternet.com](mailto:geoff.lockett@btinternet.com)**

**MASH TEAM: 02476788555**

**PREVENT Officer: Geoff Thomas [Geoffthomas@coventry.gov.uk](mailto:Geoffthomas@coventry.gov.uk)**

**SCHOOL NURSE SERVICE: Caroline Thornton, 02476307841**

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# 1 Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2018) as;

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

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

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

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Baginton Fields School.

## 2 Introduction

2.1 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate Baginton Fields school's commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to Baginton Fields school's safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Baginton Fields school is committed to the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

## 2.4 Safeguarding aims

2.4.1 The safeguarding aims of Baginton Fields school, in line with Keeping Children Safe in Education (September 2018) are to;

- work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Baginton Fields school understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- [Keeping Children Safe in Education \(September 2018\)\\*<sup>1</sup>](#)
- Working Together to Safeguard Children (June 2018)\*
- [Guidance for Safer Working Practice for those working with children and young people in education settings \(2015\)](#)
- [What to do if you are worried a child is being abused: Advice for practitioners \(2015\)](#)

2.6 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex A of Keeping Children Safe in Education (September 2018).

2.7 This policy should be read in conjunction with the following policies;

- Child Protection Protocol
- Policy for Internet Safety
- Health and Safety policy
- Intimate and Personal Care
- Code of Conduct
- Relationship and Sex Education Policy
- Working Together to Safeguard Children 2015
- Raising Concerns at Work

More policies can be found in Appendix A.

## 2.8 Scope

2.8.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Baginton Fields school. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

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<sup>1</sup> Guidance marked with an asterisk (\*) is statutory.

- 2.8.2 Rather than duplicating content from Keeping Children Safe in Education (September 2018) in this policy, it should be understood that Baginton Fields school will always refer to this document as the benchmark for all safeguarding practice.

## **3 Roles and Responsibilities**

### **3.1 The Role of the Governing Body**

3.1.1 The school has a senior board level lead to take leadership responsibility for safeguarding. This role is carried out by Donna Partridge. Part 2 of Keeping Children Safe in Education (September 2018) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Ensure that they comply with their duties under legislation;
- Ensure that policies, procedure and training in Baginton Fields school are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure that Baginton Fields school takes into account local authority and Coventry Local Safeguarding Board policies and supply information as requested by the CSCB;
- Ensure that Baginton Fields school has an effective child protection policy, that it is published on Baginton Fields school website or available by other means and review this annually;
- Ensure that Baginton Fields school has a staff behaviour policy or Code of Conduct;
- Ensure that all staff undergo safeguarding and child protection training on induction;
- Put in place appropriate safeguarding responses for children who go missing from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of designated safeguarding lead;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and
- Respond to allegations of abuse against the headteacher.

### **3.2 The Role of the Headteacher**

3.2.1 The headteacher will;

- Ensure that this policy is reviewed annually and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the designated safeguarding lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to allegations of abuse against all other members of staff;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;

- Safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children’s social care have access to Baginton Fields school to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2018).

### **3.3 The Role of the Designated Safeguarding Lead**

3.3.1 The Designated Safeguarding Lead for Baginton Fields school is Franck Lavie, Deputy Headteacher. The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection in Baginton Fields school;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Liaise with the Local Authority and work with other agencies in line with ‘Working Together to Safeguard Children (2015);
- Identify if children may benefit from early help;
- Make referrals to Coventry’s Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;
- Be available during school or college hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (September 2018);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves Baginton Fields school;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Promote a ‘culture of safeguarding’, in which every member of Baginton Fields school community acts in the best interests of the child;
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in Baginton Fields school; and
- Liaise with the headteacher regarding safeguarding cases and issues.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2018).

### 3.4 The Role & Responsibilities of all Staff within School

3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in Baginton Fields school;

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff Code of Conduct; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in Baginton Fields school that support safeguarding and child protection;
- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2018) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children’s Social Care (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child’s welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

## 4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child, or failing to protect a child from harm. The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Working Together to Safeguard Children, 2015)

Type of abuse	Information
Abuse	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. Children may be abused in a family or in an institutional or



Type of abuse	Information
	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.

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's social care (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from social care and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 The school recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child;

- Is disabled and have specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.<sup>2</sup>

4.7 Baginton Fields school recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if Baginton Fields school believes that a child is at risk of or is the victim of;

- physical abuse;
- sexual abuse;
- child sexual exploitation;
- emotional abuse;

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<sup>2</sup> Taken from paragraph 18, Keeping Children Safe in Education (September 2018)

- neglect;
- bullying, including cyber- or online-bullying;
- criminal exploitation (including involvement in county lines);
- domestic abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- honour-based violence;
- radicalisation;
- relationship abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sexting;
- trafficking and modern slavery.

4.8 Baginton Fields school will also take action to protect;

- Children missing education;
- Children missing from home or care.

4.9 There are other familial issues that can have a detrimental impact on children.

We work with other agencies in line with Keeping Children Safe in Education (2018) to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless.

4.10 Baginton Fields school have a duty to refer any children who are living in a private fostering arrangement to the local authority.

4.11 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have “due regard” to the need to prevent people from being drawn into terrorism. See Appendix B for further information on Baginton Fields school’s Prevent duty.

4.12 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

4.13 See Appendix B for further information and guidance on the above issues.<sup>3</sup>

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<sup>3</sup> Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix B.

## 5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's social care, where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

5.3 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures of abuse that children have made;

5.4 There will be occasions where a child discloses abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have a discussion with the DSL prior to this.

5.5 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure. The DSL may;

- Manage support for the child internally;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if Baginton Fields school is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but the school believes that a child is at significant risk of harm, a referral will still be made to children's social care.

5.6 For further information about the Coventry Safeguarding Children Board's 'Right Help, Right Time' guidance, which is used by Baginton Fields school to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.

5.7 See page 15 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2018).

5.8 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL, but the legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.<sup>4</sup>

5.9 Baginton Fields school understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment. The school recognises that safeguarding issues can manifest as peer on peer abuse.

5.9.1 The school will ensure staff understand what is meant by peer on peer abuse by providing training.

5.9.2 The school will work to prevent peer on peer abuse through:

5.9.2.1 The established ethos of respect, friendship, courtesy and kindness,

5.9.2.2 High expectations of behaviour,

5.9.2.3 Clear consequences for unacceptable behaviour,

5.9.2.4 Providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe,

5.9.2.5 Systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed,

5.9.2.6 Robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

5.9.3 Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using Baginton Fields 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 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.

5.9.4 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by working with external agencies. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided support.

5.9.5 Baginton Fields school will never pass off peer on peer abuse as 'banter' or 'part of growing up'.

5.9.6 There are also different gender issues that can be prevalent when dealing with peer on peer abuse

5.9.7 Baginton Fields school will adhere to guidance set out in Keeping Children Safe in Education (2018) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse.

## 5.10 Youth Produced Sexual Imagery ('sexting')

5.10.1 'Sexting' refers to any sharing of youth-produced sexual imagery between children. This includes;

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<sup>4</sup> \*introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.10.2 Baginton Fields school has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online. See our Policy for Internet Safety.

5.10.3 Any incidents or suspected incidents of 'sexting' should be reported to the DSL without delay.

5.10.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, January 2018);
- Referrals to the police and/or MASH;
- Sanctions in accordance with behaviour policy;
- Support for young people involved to prevent reoccurrence;

5.10.5 The school recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.10.6 Any incidents of 'sexting' involving the following will result in a MASH and/or Police referral;

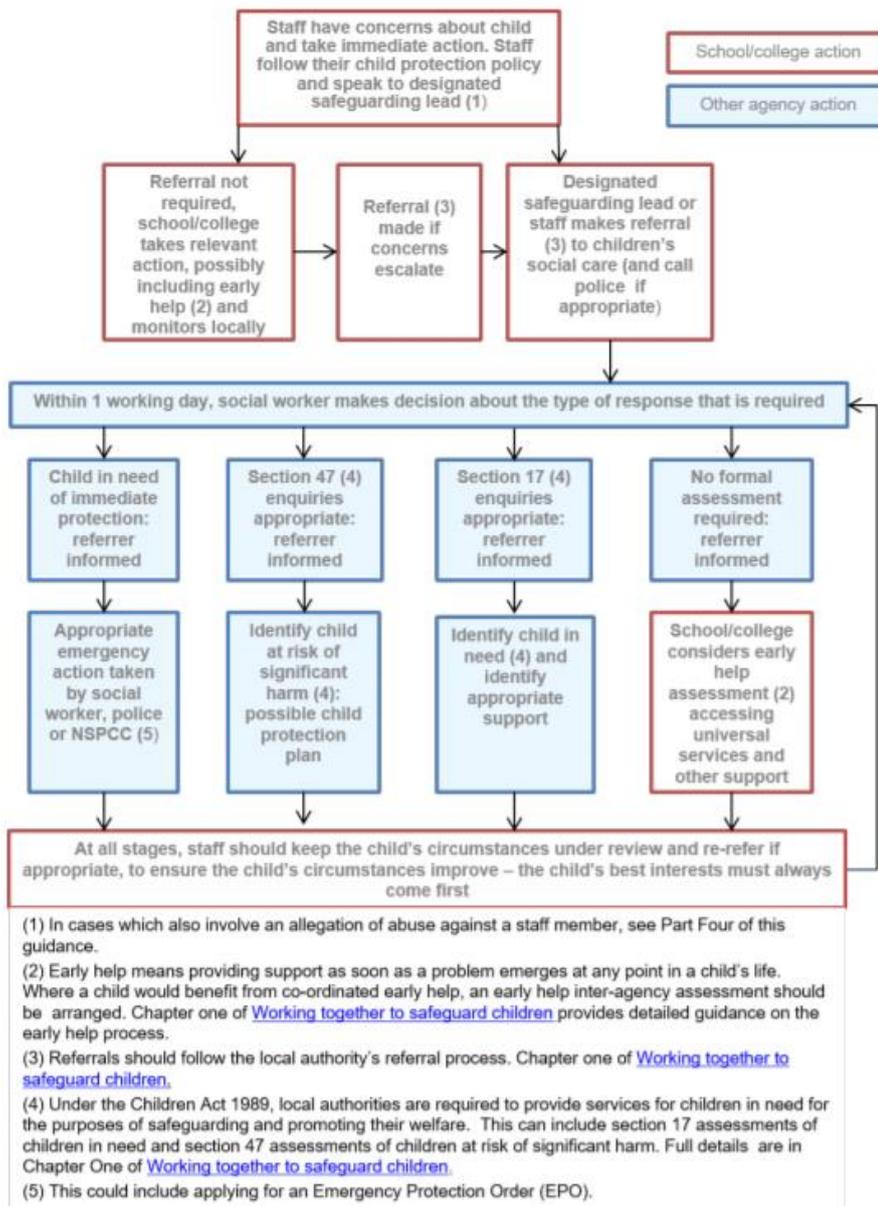
- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.10.7 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies. By taking part in viewing images or videos on pupil devices staff would be deemed culpable.

5.10.8 We will work with parents as necessary if their child is involved in 'sexting'.

5.10.9 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

## Actions where there are concerns about a child



5.12 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. The school will follow up referrals if we do not receive feedback from social care.

**MASH Telephone number:** 02476 788 555

**MASH online referral form:** <http://www.coventry.gov.uk/safeguardingchildren>

**Out of hours Emergency Duty Team:** 02476 832 222

**Prevent/Channel Referrals:** Refer to MASH and to [CTU\\_GATEWAY@west-midlands.pnn.police.uk](mailto:CTU_GATEWAY@west-midlands.pnn.police.uk)

5.13 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the [LSCB's Escalation Policy](#). to ensure that our concerns have been addressed and that the situation improves for the child.

## 6 Record-keeping

6.1 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.2 Baginton Fields school keeps all safeguarding files in a locked cabinet.

6.3 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.4 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.

6.5 The school will seek at least two emergency contacts for every child.

6.6 All data processed by Baginton Fields school is done so in line with the General Data Protection Guidelines. Please see the following policies for additional information; GDPR Data Protection policy.

## 7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Baginton Fields school. Consent is sought annually.

7.2 Parents can withdraw consent at any time and must notify Baginton Fields school if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

## 8 Early Help

8.1 Baginton Fields school is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. Baginton Fields school works closely with family hubs to work with families in the community to improve outcomes for children. Our Parent Support Advisor and key worker for Early Help is Sharon Evans who is based at school.

[sharone@bagintonfields.coventry.sch.uk](mailto:sharone@bagintonfields.coventry.sch.uk)

8.2 Baginton Fields school works within the LSCB '[Right Help, Right Time](#)' framework, available on the LSCB website.

## 9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Baginton Fields school has committed to training staff throughout the academic year. All staff members will be made aware of Baginton Fields school's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and Annex A of Keeping Children Safe in Education (September 2018)
- School procedures for Children Missing Education
- The school Behaviour Policy

9.2 Staff at Baginton Fields school will access the following: Morning CPD briefings, mental health, team teach, LSCB training, DSL briefings, governor and volunteer training.

9.3 Baginton Fields school recognises that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and 'sexting'<sup>5</sup>. Staff will be trained in these areas in order to be able to further recognise if a child is at risk of harm.

## 10 Safer Recruitment

10.1 Baginton Fields school is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).

10.2 A record of all checks on members of staff will be held on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. Baginton Fields school reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.

10.4 At least one member of every interview panel will have undergone Safer Recruitment training.

10.5 We take proportionate decisions on whether to check individuals beyond what is required.

10.6 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times.

10.7 All safer recruitment practices at Baginton Fields school comply with Keeping Children Safe in Education (September 2018). See Part 3 of Keeping Children Safe in Education (September 2018) for further information.

10.8 See Safer Recruitment policy for further details.

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<sup>5</sup> Also known as 'youth produced sexual imagery'.

## **11 Allegations of abuse against staff**

11.1 Baginton Fields school takes all allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2018) and the LSCB Guidance, [‘Managing Allegations against Staff and Persons in a Position of Trust’](#).

11.2 If a concern or allegation of abuse arises against the Headteacher, it must be reported to the Chair of Governors without delay.

11.3 If a concern or allegation of abuse arises against any member of staff other than the Headteacher, it must be reported to the Headteacher without delay.

11.4 Allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.5 The Headteacher or Chair of Governors should consider if the allegation meets the threshold for Designated Officer intervention. The Local Authority designated officer is Angie Bishop and contact details can be found on the front of this policy.

11.6 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.

11.7 If a child has suffered abuse or harm, a MASH referral will also be made.

11.8 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Baginton Fields school in managing the allegation.

11.9 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not have resigned.

### **11.9 Raising Concerns at Work**

11.9.1 Baginton Fields school operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or Baginton Fields school’s safeguarding processes to the senior leadership team.

11.9.2 The senior leadership team will take all concerns seriously.

11.9.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

## **12 Promoting safeguarding and welfare in the curriculum**

12.1 Baginton Fields school recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 Children at Baginton Fields school will receive the following as part of our promotion of safeguarding across the curriculum: online safety, RSE, PSHE, social stories, structured conversations with parents, assemblies, interventions, etc.

## 13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Baginton Fields school recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is Alison Francis, Headteacher.

13.2 Staff will receive training on how to best safeguard children who are Looked-After and Previously Looked-After.

13.3 The school will work with Personal Advisors when children leave care (where applicable).

13.4 Baginton Fields school is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

## 14 Children with Special Educational Needs

14.1 As outlined in Keeping Children Safe in Education (2018), Baginton Fields school is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.<sup>6</sup>

4.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities.

4.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from SLT will be sought in these circumstances.

4.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

## 15 Children with Disabilities

- It must be remembered that children with disabilities are children first and foremost and have the same rights of protection as any other child.
- Children with disabilities are particularly vulnerable and at a greater risk of all forms of abuse, including abuse while being cared for in educational and care settings.
- They often have communication difficulties that make it difficult for them to tell others what is happening.
- They must be responded to as individuals with the own specific needs, feelings, thoughts and opinions.
- Children with disabilities have the right to be taken seriously when disclosing concerns to adults.

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<sup>6</sup> Keeping Children Safe in Education, September 2018

Their increased vulnerability arises from a number of factors:

- There is a lack of recognition by many professionals and carers that children with disabilities are abused.
- Society may see children with disabilities as having less value and attribute to these children an inability to make their own decisions or an inability to fully comprehend their circumstances.
- They receive intimate personal care which may increase their risk of exposure to abusive behaviour, and make it difficult for them to tell others what is happening.
- They have impaired capacity to resist or avoid abuse.

## **16 Use of reasonable force**

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is necessary.

15.2 Refer to our Care and Control Policy which incorporates Physical Interventions.

## **17 Work Experience**

16.1 The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervising pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education 2016*. **(Helen Bishton Head of KS5 has responsibility for keeping records pertaining to work experience).**

## **18 Summary**

17.1 The school is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

## Appendix A

The school's safeguarding policy is intended to be used in conjunction with the following policies;

The school adheres to Coventry Local Safeguarding Children Board's Policies, which can be found here:  
<http://www.proceduresonline.com/covandwarksscb/contents.html>

- [Allegations Against Staff or Persons in a Position of Trust Policy \(LSCB\)](#)
- Anti – Bullying Policy
- Anti-Discrimination and Harassment Policy
- Behaviour Policy
- Children/Young people with Medical Needs
- Complaints Policy
- Critical Incident Plan
- GDPR, Data Protection Policy and Privacy Notice
- Equalities Policy
- [Escalation and Resolution of Professional Disagreements \(LSCB\)](#)
- Health & Safety Policy
- HR & Governance Policy
- Online Safety Policy
- Intimate Care Policy
- IT Policy
- Medicine & First Aid Policy
- Primary-Secondary Transition Policy
- PSHE Policy
- RSE Policy Self-harm/Mental Health Policy
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Use of Reasonable Force Policy
- Visitor Management Policy
- Raising Concerns at Work Policy

## Appendix B – Further Safeguarding Information

### Types of Abuse

As outlined in paragraph 4.6, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education 2018, Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, <https://www.tes.com/teaching-resources> MindEd <https://www.minded.org.uk/course/view.php?id=402> and the NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

#### **Bullying, including cyber- or online-bullying**

The school takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their teacher, to the DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum.

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

#### **Criminal exploitation (including involvement in county lines)**

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

**Domestic abuse** – Include Operation Encompass

<https://www.gov.uk/guidance/domestic-violence-and-abuse>

#### **Drugs**

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

#### **Fabricated or induced illness**

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

#### **Faith-based abuse**

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

#### **Female genital mutilation**

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

#### **Forced marriage**

<https://www.gov.uk/guidance/forced-marriage>

#### **Gangs or youth violence**

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

## **Gender-based violence**

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

## **Hate**

<http://educateagainsthate.com/>

## **Homelessness**

## **(So-called) 'Honour-based' violence**

**Radicalisation and Extremism** – refer to our Prevent Duty policy.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

## **Relationship abuse**

<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

## **Sexual violence or sexual harassment (including peer-on-peer abuse)**

## **Sexting**

<https://www.disrespectnobody.co.uk/sexting/what-is-sexting/>

## **Trafficking and modern slavery**

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Mental health <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Missing children and adults strategy <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

Private fostering <https://www.gov.uk/government/publications/children-act-1989-private-fostering>

## **Children missing from education, home or care**

The school will also take action to protect;

- Children missing education - <https://www.gov.uk/government/publications/children-missing-education>
- Children missing from home or care - <https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the [Children Missing Education](#) guidance.

## **Schools**

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the

school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies a school that a pupil will live at another address, all schools are required<sup>73</sup> to record in the admission register:

- the full name of the parent with whom the pupil lives;
- the new address and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Schools are required<sup>77</sup> to notify the local authority within five days when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended,<sup>78</sup> as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.** This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the [Children Missing Education](#) guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the

admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

**It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.**

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

## **Private Fostering**

The school have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 28 days.

## **Indicators of abuse**

See below for possible indicators of abuse. (Taken from "*What to do if you are worried a child is being abused*", 2015)

- Children whose behaviour changes – they may become aggressive, challenging,
- disruptive, withdrawn or clingy, or they might have difficulty sleeping or start
- wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends,
- without an obvious reason;
- Children who don't want to change clothes in front of others or participate in
- physical activities;
- Children who are having problems at school, for example, a sudden lack of
- concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with
- strangers;
- Children who reach developmental milestones, such as learning to speak or walk,
- late, with no medical reason;
- Children who are regularly missing from school or education;

- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The school recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

## Appendix C: Guidelines for Appropriate Physical Contact

Baginton Fields School actively promote an open culture and ethos where safeguarding students and staff is concerned. We understand that child abuse can happen anywhere so have produced these guidelines to protect staff from the possibility of their actions being misinterpreted.

Baginton Fields School is a caring community and we recognise that there are times throughout the school day when staff may need to use touch or physical contact with students i.e.

- to support learning by providing a physical prompt, such as in PE or dance
- during times of intensive interaction
- when participating in rebound therapy
- providing a guide at times of transition or change of lesson activity
- physiotherapy sessions
- massage
- supporting a student when changing for swimming etc...
- at times of personal care
- greetings such as a hand shake
- to provide reassurance
- to protect students from danger
- at times when physical intervention is necessary.

***The above list is not exhaustive***

### **Safeguarding members of staff**

Staff should always be clear about the reasons for physical contact with a student and be able to explain this if questioned. There could be times when physical contact is misconstrued by others.

Where possible student consent should be sought.

In the case of non-verbal students staff need to inform students of their actions and why they are necessary, staff should then ensure they take care to notice and respond to any signs that might indicate that physical contact or touch would not be welcomed.

Staff should also make sure that they observe closely any behavioural changes that could indicate the need to stop or reduce contact.

Staff should not favour any individual child.

The area between a child's waist and mid-thigh or near the chest should not be touched in normal circumstances.

Where a child tries to become physically closer than appropriate, it is important they do not feel rejected, but are gently guided to a more appropriate behaviour by a positive suggestion i.e. if a child goes to hug a member of staff they should reposition the child by their side and this should be for a short time period only.

Never kiss a child, and do not encourage children to kiss adults other than their parents.

Students should not sit on the laps of any member of staff.

Where children require help with changing or toileting, the dignity of the child must be respected.

As far as possible all physical contact with a student should be in view of other adults.

As far as possible staff should avoid being alone with a student, if this is necessary then staff should ensure that a door is open and that they are in view of any passing student or member of staff.

At times of personal care staff should ensure that the door is open but the curtain drawn to protect privacy.

Great care must be taken to ensure that all physical contact is specifically and only for the purpose of the operation being carried out.

**Staff should remember that they are role models for students and should model appropriate behaviour through their own actions.**

**If staff have any concerns regarding appropriate touch or observe any practice from others that raises concern they should discuss this immediately with the DSL or Headteacher.**

**This should be read in conjunction with the**

Intimate and Personal Care Policy

Manual Handling Policy

Behaviour management Policy

## Appendix D: Why the increased vulnerability for disabled students?

- Speech, language, communication needs
- Wide range of carers
- Perpetrators believe it is safer to abuse a disabled child
- Child may be disbelieved when they disclose
- Not given means/skills to complain and impaired capacity to resist, avoid or disclose abuse
- Increased likelihood of social isolation
- Increased desire to please/taught compliance
- Lack of access to trusted person if wanted to disclose
- Disabled children receive very little education relating to personal or intimate relationships
- Families report particularly high levels of unmet needs, isolation and stress
- Poverty
- Divorce/separation
- Long periods in hospital e.g. can affect attachment

### Possible indicators of abuse

- Force feeding or inappropriate feeding – withholding food or prescribed food, continuing tube feeding when not needed and not allowing the experience of eating and progressing
- Personal care needs not being met e.g. a child who smears or soils being left unhygienic
- Physical restraint being carried out unnecessarily or not in accordance with guidelines
- Rough handling
- Extreme behaviour modification
- Actions taken by carer for convenience
- Misuse of medication
- Denied access to medical treatment
- Misapplication of programmes or regimes
- Deliberate use of ill-fitting equipment
- Inappropriate restriction
- Bruising in a site that might not be of concern on an ambulant child / young person
- Financial Abuse
- Poor toileting arrangements
- Lack of stimulation
- Unwillingness to try to learn child's method of communication
- Fabricated/Induced Illness
- Eternal Child Syndrome

## **Appendix E: REFERRAL GUIDANCE**

### **REASONS WHY SOME PEOPLE HESITATE TO REPORT ABUSE**

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a child protection concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

### **WHY CHILDREN CAN'T TELL ABOUT ABUSE**

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc.
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks its normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills

## **WHY REFER?**

- Children have the right to be safe
- Adults have a responsibility to protect children
- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well abuse many other children who also have a right to protection

For guidance and support, contact the Children's Social Care Referral and Assessment Service Telephone: 024 7678 8555.