

PIPER HILL LEARNING TRUST
PIONEER HOUSE HIGH SCHOOL



CHILD PROTECTION POLICY

Child Protection Policy

Updated September 2016

1. CONTEXT

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children.

2. INTRODUCTION

2.1 This policy has been developed to ensure that all adults in school are working together to safeguard and promote the welfare of children and young people.

2.2 All teachers, including the head teacher, must safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties under the Teacher Standards (2012). All school staff have a responsibility to provide a safe environment in which children can learn. All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

2.3 It is the responsibility of all staff to ensure they are aware of systems within the school which support safeguarding and these will be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff code of conduct; and the role of the designated safeguarding lead. All staff members will also receive appropriate child protection training which is regularly updated.

- 2.4** All staff will receive child protection training which addresses
- basic safeguarding information about the school's policies and procedures,
 - signs and symptoms of abuse (emotional and physical),
 - indicators of vulnerability to radicalisation, FGM and forced marriage.
 - how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child
 - how to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on for example, Domestic Abuse, Child Sexual Exploitation.
- 2.5** This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.
- 2.6** The Headteacher or, in their absence, the authorised member of senior staff Deputy Head / Safeguard lead, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- 2.7** Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities, functions, culture and ethos of Piper Hill Learning Trust. This policy complements and supports other relevant school and Local Authority policies (Appendix A).
- 2.8** Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils; Piper Hill Learning Trust takes account of the latest advice and guidance, including PREVENT guidelines, provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, Radicalisation and Extremism, Forced Marriage.

3. ETHOS

- 3.1** Piper Hill Learning Trust aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in current guidance and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff.
- 3.2** The school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The Early Help Assessment (EHA) is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life.

3.3 Access to cross-curricular activities provides opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

3.4 Piper Hill Learning Trust will exercise diligence and prevent any organisation or speaker from using the schools facilities to disseminate extremist views or radicalise pupils and staff.

3.5 The school ensures that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. The designated safeguarding lead, through the designated teacher for looked after children, has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

4. THE CURRICULUM

4.1 All children have access to an appropriate curriculum which is broad, balanced and differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

4.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities, both within the curriculum and as extra-curricular activities which promote the fundamental British values of tolerance, respect, understanding and empathy for others. Pupils access information and materials from diverse sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.

4.3 Personal Health and Social Education, Citizenship and Religious Education lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues. Each of these subjects and the wider curriculum provides opportunities to learn about safeguarding including e-safety and stranger danger.

4.4 Staff ensure that all pupils have an adult/adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. Individual pupils identified by school as requiring additional support will have access to 1:1 mentoring sessions on a weekly basis.

5. ROLES AND RESPONSIBILITIES

5.1 Trustees and governors will comply with their duties under legislation by ensuring that:

- a member of the Trust board, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the head teacher, a member of governing body or trust board.

- a member of the LGB is identified as the designated governor for Safeguarding, receiving appropriate training.
- the school has an effective Staff Code of Conduct policy which includes- staff/pupil relationships and communications including the use of social media.
- the school adheres to policy by contributing to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2015.
- a senior member of the school's leadership team is designated to take lead responsibility for safeguarding within the school.
- the school's safeguarding policy is regularly reviewed and updated in order to ensure compliance with national and local safeguarding guidance and procedures.
- the school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with 'Keeping Children Safe in Education' and Local Authority procedures.
- all staff, including temporary staff, and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.
- the school actions appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE and radicalization and extremism.

5.2 The Head teacher will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- A member of the senior leadership team is designated as safeguarding and child protection lead is identified and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including regular refresher training and attendance at inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is regularly updated.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.

- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.
- Ensure that the Safeguarding policy is available on the school's web-site.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.

5.3 The member of the senior leadership team designated as **Safeguarding and Child Protection Lead** and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Person will:

Manage referrals

- Act as the first point of contact and a source of support, advice and expertise to staff on matters of safety and safeguarding
- Refer all cases of suspected abuse to the LA social care
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- Ensure that the schools actions are in line with the MCSB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on MSCB website at manchesterscb.org.uk)
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Manage and keep secure the school's safeguarding records.
- Liaise with the Headteacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file.

Training

- Source and arrange appropriate Safeguarding Lead training every two years in order to understand early help assessment and intervention, have a working knowledge of local arrangements for child protection case conference and review and how to contribute effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff
- Obtain access to resources and attend any relevant or refresher training courses.

- Encourage a culture, among all staff, of listening to children and taking account of their wishes and feelings in any measures the school or college may put in place to protect them.

Raising Awareness

- Ensure the school's child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure 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.
- Ensure that any staff with specific responsibility for safeguarding children receives the appropriate training to undertake this role.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

6. DOMESTIC ABUSE

- 6.1** The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.
- 6.2** Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.
- 6.3** Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.
- 6.4** Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service contact Centre will be contacted as soon as possible.

7. FORCED MARRIAGE

- 7.1** Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different

racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

7.2 Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

7.3 If a case of forced marriage is suspected it will be viewed as a safeguarding concern, parents and carers will not be approached or involved about a referral to any other agencies.

8. FEMALE GENITAL MUTILATION

8.1 Female Genital Mutilation (FGM) is an illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.

8.2 Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies.

9. PREVENTING RADICALISTION and VIOLENT EXTREMISM

9.1 The Counter Terrorism and Security Act 2015 and the resulting Prevent duty place a statutory responsibilities on specified authorities, including schools, to have due regard to the need to prevent people being drawn into terrorism.

9.2 We value the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. We seek to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

9.3 We are clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

10. E-SAFETY

10.1 The Trust has an E-Learning Policy which recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in school is to help raise educational standards, promote

pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

10.2 The internet is an essential element in 21st century life for education, business and social interaction and Piper Hill Learning Trust has a duty to provide children and young people with quality access as part of their learning experience.

10.3 It is the duty of Piper Hill Learning Trust to ensure that every child and young person is in its care is safe and this applies equally to the 'virtual' or digital world.

10.4 Piper Hill Learning Trust will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

11. CHILDREN MISSING FROM EDUCATION

11.1 A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the school's attendance procedures to follow up on absence from school. Where unsatisfactory reasons for absence are given and the pupil is missing from education, particularly on repeat occasions, the implications for the risk of abuse and neglect, including sexual exploitation are recognised and pursued. At all times the school works prevent the risks of a pupil going missing in future.

12. RECORDING AND REPORTING CONCERNS

12.1 The schools within the Trust will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant event in a child's life.

12.2 If staff, volunteers or visitors have concerns about a child they will raise these with the school's designated safeguarding lead. The safeguarding lead will decide whether to make a referral to children's social care; it is important to note that any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there will be an Early Help Assessment (EHA).

12.3 If, at any point, there is a risk of immediate serious harm to a child a referral will be made to children's social care immediately. Anybody can make a referral.

12.4 If the child's situation does not appear to be improving the staff member with concerns will press for re-consideration. Concerns should always lead to help for the child at some point. (see DfE Safeguarding Guidance 2015 p10)

12.5 Staff should be aware of new reporting requirements with regards to known cases of female genital mutilation (FGM).

- 12.6 If staff have concerns about another staff member then this should be referred to the head teacher. Where there are concerns about the head teacher this should be referred to the chair of the LGB or Trust.
- 12.7 The Trust encourages staff and volunteers to raise concerns about poor or unsafe practice and potential failures in the school or college'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 leadership team.
- 12.8 Details of concerns and incidents are recorded on the CPOMS system so that a comprehensive record and chronology of concerns, incidents and actions is maintained by the school.

13. INFORMING PARENTS/CARERS

- 13.1 Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.
- 13.2 Parents and carers will be informed if a referral is to be made to the Children's Social Care Service or any other agency.
- 13.3 Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Person or Headteacher will seek advice from Children's Social Care.

14. SAFE RECRUITMENT AND SELECTION OF STAFF

- 14.1 The school's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education" July 2015 by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.
- 14.2 The Trust has compliant procedures in place to handle allegations against members of staff and volunteers in line with current national guidance.
- 14.3 Volunteers and visitors to school in respect of whom no checks have been obtained are never left unsupervised in school.
- 14.4 All contractors, or employee of contractors, are subject to an appropriate level of DBS check as necessary. Under no circumstances will contractors for whom no checks have been made work unsupervised where their work would bring them into contact with pupils. Where it is unavoidable that contractors have to be on site during the pupil day then a robust risk assessment procedure is in place.
- 14.5 The Trust ensures that policies and procedures are in place to protect pupils while on work experience or placement (see PHLT Safeguarding, Health and Safety on External School Activities policy). All work placements are compliant with current legislation and guidance.

- 14.6** Where an allegation of abuse is made against a teacher, or other member of staff, Trust schools follow the statutory guidance provided in Keeping Children Safe In Education July 2015, taking full account of the Trust's duty of care to children and to employees.
- 14.7 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

15. COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

- 15.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.
- 15.2 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

16. ATTENDANCE & EXCLUSIONS

- 16.1 Piper Hill Learning Trust views attendance as a safeguarding issue and in accordance with the school's Attendance Policy, absences are rigorously pursued and recorded. The school/setting, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.
- 16.2 The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of a Manchester Common Assessment Framework (MCAF) or a Parenting Contract.
- 16.3 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.
- 16.4 The school will only place young people in alternative educational provision which is a registered provider and has been quality assured. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by the school in accordance with the School Register Regulations.
- 16.5 The designated safeguarding lead will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated

to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

17. WORKING WITH OTHER AGENCIES

17.1 Effective links have been developed with other relevant agencies, for example, the Local Authority, Children's Social Care, Channel, GMP, NHS and the MSCB and co-operates as required with any enquiries regarding child protection issues. The school will notify the District Team if:

- A child subject to a child protection plan is about to be permanently excluded.
- There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school.
- It has been agreed as part of any child protection plan or core group plan.

18. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

18.1 Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

18.2 All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well-being as well as relevant family related issues. This information will be shared with the parents/carers.

19. SERIOUS CASE REVIEWS

18.1 The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

18.2 Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.

18.3 Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.

18.4 Improve inter-agency working to better safeguard and promote the welfare of children and young people.

18.5 If required an individual management report will be produced for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

20. CONFIDENTIALITY AND INFORMATION SHARING

20.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Safeguarding Lead discloses any information about a pupil to other members of staff on a need to know basis only.

20.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

21. VISITORS

21.1 All visitors, including visiting speakers, are subject to the school's safeguarding protocols while on site and will be supervised at all times.

22. BOOKINGS

Schools within the Trust operate a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the school's facilities to disseminate extremist views or radicalize pupils or staff.

Policy Information and Review

Policy review dates (frequency of review: every 3 years)

Date	Changes made	By whom
January 2015	Policy created	Louise Lynn
7.7.15	Amended to include ref to "Prevent"	Louise Lynn
March 2016	Reviewed and amended for Pioneer House registration	Wendy Godfrey
September 2016	Policy updated with regard to KSIE Guidance 1.9.16	Wendy Godfrey
January 2018	Policy review date	

Ratification by Governing Body

Academic year	Date of ratification / review	Signed on behalf of Governors
2014-2015	28.1.15 - ratification	H & S sub-committee:
2014-2015	8.7.15 – ratification of amendments	

Keeping Children Safe in Education July 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

Further Information on Safeguarding and Safeguarding Policies can be found on the MSCB Website at www.manchesterscb.org.uk

APPENDIX A

Trust Policies:

- Health and Safety,
- Physical Interventions/Restraint,
- Safeguarding, Health and safety of Pupils on external school activities,
- Sex and Relationships Education,
- Equal Opportunities,
- ICT and Access to the Internet,
- Extended Schools Activities,
- Promoting Good Behaviour including fixed and short term exclusions,
- Special Educational Needs,
- Toileting and Intimate Care,
- Disability Discrimination,
- Looked After Children,
- Anti-bullying,
- Administration of Medicines.

MSCB Policies and guidance (on MSCB website @ <https://www.manchestersafeguardingboards.co.uk/>)

- Managing Allegations and Concerns Against Staff and Volunteers
- Forced Marriage
- Domestic Abuse
- Missing from Home and Care
- Private Fostering
- Child Sexual Exploitation
- Guns and Gangs
- E-Safety Policy
- Safe Staffing and Recruitment
- Channel – advice and information

APPENDIX B

The following definitions are from Working Together to Safeguard Children (2013)

Significant Harm

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse for example.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, 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 caretakers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

APPENDIX C

A 'Good' Safeguarding School

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

ETHOS AND ENVIRONMENT

- The school is a place where 'every child matters'.
- Tolerance, understanding and respect for others are core values of the school.
- The environment is welcoming and pleasant and all pupils, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupil's work is displayed and changed regularly.

PRACTICES AND PROCEDURES

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The MCAF and Early Help processes are embedded into the school's practices and procedures and multi-agency information is accurate and up-to-date.
- MCAF targets are identified in the School Improvement Plan and effective school self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

PUPIL TRACKING

- The progress and attendance of pupils in EOTAS is as carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.

- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

STAFF TRAINING

- The Leadership and Management of the school is trained in Safeguarding and is effective.
- A Senior Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on a range of Safeguarding issues and identified staff receive higher level training as appropriate.

PUPIL ENGAGEMENT

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organizational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

THE CURRICULM

- The SEAL programme is effectively implemented by all staff and pupils.
- The school promotes pupil's spiritual, moral, social and cultural development through the curriculum and access to a wide variety of teaching resources and cultural activities.
- The curriculum, organization of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety, staying safe and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the INTERNET. This includes tackling issues leading to grooming, child sexual exploitation and radicalisation.
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The school does not exclude pupils but tries to find alternative ways of supporting them.
- The school does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them.

INDICATORS OF VULNERABILITY TO RADICALISATION

- Pupil is distanced from their cultural/religious heritage and experience.
- Pupil demonstrates discomfort about their place in society.
- Pupil may be experiencing family tensions at home.
- Low self-esteem and sense of isolation.
- Pupil has distanced self from existing friendship groups and become involved with a different group of friends.
- Pupil may be searching for questions about their identity, faith and belonging.
- Pupil may have perceptions of injustice and rejects civic life.
- Pupil is accessing extremist websites and is in contact with extremist recruiters.
- Pupil justifies violence to solve societal issues.
- Significant changes in behaviour and/or appearance.
- Pupil uses extremist narratives and global ideology to explain