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# SAFEGUARDING AND CHILD PROTECTION POLICY

## Contents

### 1. Introduction

As a school we aim to build integrity, the unique value of each individual, self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within the School.

This policy and its associated procedures and protocols are based on these key principles. Hopewell School seeks to promote the moral, personal, physical and social development of individuals. We aim to create a community in which everyone without exception is respected, valued and happy.

Hopewell School are committed to providing a secure environment for students, where students feel safe and are kept safe. In adhering to this policy, and the procedures therein, staff and visitors will promote a climate where students and adults will feel confident about sharing any concerns that they may have about their own safety or the well-being of others. At Hopewell School we are all aware that it is our statutory duty to promote and safeguard the welfare of our students under Section 175 of the Education Act 2002.

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

This Safeguarding and Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with the Safer Recruitment Policy, Behaviour Policy, Physical Intervention Policy, Anti-Bullying Policy, Code of Conduct/Staff Behaviour Policy, E-safety Policy, Prevent Policy.

The purpose of this policy is to inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.

The school follows the procedures established by the local safeguarding children board (LSCB).

All school staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All school staff will receive appropriate safeguarding children training (which is updated regularly –at a minimum every three years), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Senior Person-including Child Protection Policy and staff behaviour policy (code of conduct)

The policy incorporates the DfE Guidance '**Keeping Children Safe in Education**' September

2016. We recognise that safeguarding is more than contribution to Child Protection matters and we will use the curriculum generally to ensure our students recognise risk and build resilience to manage any such risks themselves where appropriate.

Students will be encouraged to make use of internal systems including talking to their class teacher, tutor and other members of the pastoral and student support teams.

We also recognize and accept that learners have a right to be heard and will additionally facilitate this by regular learner surveys and providing additional opportunities for pupils to give/offer their feedback. Additionally we will work in partnership with parents and carers and will encourage open and transparent forms of communication.

Parents are encouraged to comment on and contribute to the evolution of our policies by consulting through parents' open days and questionnaires.

In liaising with parents and carers we will ensure that they are reminded that the school have a duty to report concerns that we may have over the safety or well being of a learner as part of our statutory duties to protect learners from significant harm and / or neglect.

Parents and carers will also be reminded that, where appropriate, any referrals will be discussed with parents and carers before the referral is made, however parents and carers will not be contacted nor will the referral be discussed where it is felt that to do so will place the child at an increased risk of harm. In any event parents and carers will be reminded that all referrals are made in the best interest of the child.

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff will often, by virtue of their day to day contact and knowledge of the children, be well placed to identify such abuse and offer support to children in need.

In order to protect our children, we aim to:

- *Create an atmosphere where all our children can feel secure, valued and listened to*
- *Ensure that all adults working in the school recognise signs and symptoms of abuse and respond quickly and effectively to cases of suspected abuse*
- *Monitor and support children at risk*
- *Use the curriculum to raise children's awareness, build confidence and skills with a clear focus on safeguarding*
- *Work closely with parent / carers and support external agencies*
- *Ensure that all adults within Hopewell School who have access to children have been checked as to their suitability to be working with children. To ensure they have had the relevant police /DBS checks which are retained on the single central record for safeguarding and they have shown proof of identity using photo identification e.g. passport or driving license*
- *Ensure that all adults working with children are aware of their responsibilities regarding safeguarding, including volunteers and the Governing Body*
- *Ensure that all procedures for entry to and movement around the site are followed.*
- *Ensure that the procedures for LOTC and trips are followed and the necessary risk assessments take place*
- *Children's views on school's safeguarding procedures are sought regularly, including their own views about their personal safety.*

## **2. Statutory Framework**

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989

- The Children Act 2004
- Education Act 2002 (Section 175/157)  
*Outlines that Local Authorities and School Governing Bodies have a responsibility to “ ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.*
- Keeping Children Safe in Education (DfE, September 2016)
- Keeping Children Safe in Education: Part One- information for all school and college staff (DfE, September 2016) – APPENDIX 1
- Working Together to Safeguard Children (DfE 2015)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)
- Child Sexual Exploitation Guidance February 2017
- Mental health and behavior in schools March 2016

Working Together to Safeguard Children (DfE 2015) requires each school to follow the procedures for protecting children from abuse which are established by the Local Safeguarding Children Board.

The school will also ensure that they have appropriate procedures in place for responding to situations in which:

- (a) a child may have been abused or neglected or is at risk of abuse or neglect
- (b) a member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

### 3. The Designated Safeguarding Lead

The proprietor will ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

During term time the designated safeguarding lead and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns and individual arrangement for out of hours/out of term activities will be to contact one of the two below:

Rohan Cummings	07852516122
Susan Mayo	07817797366

The Designated Senior Person for Child Protection in this school is:

NAME: **Susan Mayo**

The Deputy Designated Senior Person for Child Protection in this school is:

NAME: **Rohan Cummings**

#### The broad areas of responsibility for the Designated Senior Person are:

- Managing referrals and cases
- Refer all cases of suspected abuse or neglect to the Local Authority Children's Services, Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
- Liaise with the Head Teacher to inform him/ her of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Support staff who make referrals
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

## **Training**

The Designated Senior Person should undergo formal training every two years . The DSP should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed(for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments) at least annually to:

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
3. Ensure each member of staff has access to and understands the school's or college's safeguarding and child protection policy and procedures, especially new and part time staff
4. Be alert to the specific needs of children in need, those with special educational needs and young carers
5. Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
6. Be able to keep detailed, accurate, secure written records of concerns and referrals
7. Obtain access to resources and attend any relevant or refresher training courses
8. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

## **Raising Awareness**

- The designated safeguarding person should ensure the school policies are known, understood and used appropriately.
- Ensure the school's safeguarding and 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 safeguarding and 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 or college in this.
- Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

- Where children leave the school, ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.
- Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.

#### 4. The Governing Body

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

The nominated governor for child protection is:

NAME Yvonne Miller

The responsibilities placed on governing bodies and proprietors include:

- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- ensuring that an effective child protection policy is in place, together with a staff behaviour policy
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2016) – Appendix 1 and are aware of specific safeguarding issues
- ensuring that staff induction is in place with regards to child protection and safeguarding
- appointing an appropriate senior member of staff to act as the Lead Designated Senior Person. It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy Designated Senior Person.
- ensuring that all of the Designated Senior Persons (including deputies) should undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments)
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- ensuring that children are taught about safeguarding in an age appropriate way
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements

## 5. When to be concerned

### A child centred and coordinated approach to safeguarding:

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

Schools and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

### Children who may require early help

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Senior Person any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services if the child's situation doesn't appear to be improving. (Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.)

Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:

- **Children with a disability and/or specific additional needs.**
- **Children with special educational needs.**
- **Children who are acting as a young carer.**
- **Children who are showing signs of engaging in anti-social or criminal behaviour.**
- **Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence**
- **Children who are showing early signs of abuse and/or neglect.**

School and college staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of

the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

*See Appendix 4 for information on indicators of abuse and Appendix 1 for specific safeguarding issues.*

### **Children with special educational needs and disabilities:**

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- ❖ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- ❖ Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- ❖ Communication barriers and difficulties
- ❖ Reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- ❖ Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- ❖ A disabled child's understanding of abuse.
- ❖ Lack of choice/participation
- ❖ Isolation

### **Peer on peer abuse**

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth

violence, sexual bullying or harmful sexual behaviour.

For advice on child sexual exploitation please see the [child sexual exploitation \(CSE\)](#) and Annex A of [Keeping children safe in education](#).

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate
- Have relevant policies in place (e.g. behaviour policy).

## **6. Dealing with a disclosure**

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Senior Person without delay

## **Support**

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with

the Designated Senior Person.

**If a school staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy– *Allegations involving school staff/volunteers*.**

## **7. Record Keeping**

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the school record of concern sheet wherever possible.
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer.

The Designated Senior Person will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file.

## **8. Confidentiality**

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in Hopewell School.

- All staff, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

## 9. School Procedures

*Please see Appendix 3: What to do if you are worried a child is being abused : flowchart.*

If any member of staff is concerned about a child he or she must inform the Designated Senior Person. The Designated Senior Person will decide whether the concerns should be referred to Children's Services. If it is decided to make a referral to Children's Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSPs role to make referrals, any staff member can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSP, the DSP should be informed as soon as possible.

If a **teacher** ( persons employed or engaged to carry out teaching work at schools and other institutions in England) , in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police. **This is a mandatory reporting duty.** See Appendix 1- Keeping Children Safe in Education (DfE 2016): Annex A for further details.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Senior Person is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

## 10. Communication with parents

Hopewell School will ensure the Child Protection Policy is available publicly either via the school website or by other means.

Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;

- Leading to the risk of loss of evidential material;

(The school may also consider not informing parent(s) where it would place a member of staff at risk).

Hopewell School will ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

### **11. Allegations involving school staff/volunteers**

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

#### **What school staff should do if they have concerns about safeguarding practices within the school or college**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements. 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 senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Head Teacher. Where there are concerns about the Head Teacher or Principal, this should be referred to the Chair of Governors/Proprietor as appropriate.

The Chair of Governors in this school is:

NAME:

CONTACT NUMBER:

Herman Allen

0208 2970339

In the event of allegations of abuse being made against the Head Teacher, where the Head Teacher is also the sole Proprietor of an independent school or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Senior Person if appropriate and make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2016, for further information).

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the

informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

The Head Teacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## 12. Recruitment

The arrangements for recruiting all staff to our School will follow the DfE Guidance for safer recruitment in education settings. This will mean that all staff will be subject to reference and enhanced DBS checks and a single central record will be kept of all vetting checks, which will also include verification of identity, any relevant qualifications and permission to work for non-EU nationals. Hopewell School will ensure that DBS checks are renewed every three years (as a minimum) for all staff and will be in condition of service. The single central record will include the date these checks are made.

All staff, including teaching / support staff will be checked against the DfE List 99 prior to their appointment as part of the vetting process and a separate List 99 check will be made where a DBS has been applied for but not returned by the start date. Our School will only use employment agencies that positively vet their supply staff and confirm in writing that DfE compliant checks have been carried out. Staff joining our School on a permanent or temporary basis will be informed of the Child Protection policy and the School's Safeguarding arrangements as part of induction.

From a date to be notified by the Independent Safeguarding Authority vetting checks for ISA regulations will be carried out in line with the statutory duties set out in the Safeguarding Vulnerable Groups Act 2006, which will include complying with the legal requirements to ensure employees are registered with the Independent Safeguarding Authority and not barred from working with students and young people before commencing work at Hopewell School.

Hopewell School incorporates the statutory guidance from the Department for Education February 2015 on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

Staff are covered by this legislation if they are employed and/or provide early years childcare (this covers the age range from birth until 1 September following a child's fifth birthday i.e. up to and including reception age) or later years childcare (this covers children above reception age but who have not attained the age of 8) in nursery, primary or secondary school settings, or if they are directly concerned with the management of such childcare.

The criteria for disqualification under the 2006 Act and 2009 Regulations include those set out in the list below:

- a. inclusion on the Disclosure and Barring Service (DBS) Children's Barred List,
- b. being found to have committed certain violent and sexual criminal offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of the 2009 Regulations (note that regulation 4 also refers to offences that are listed in other pieces of legislation);
- c. certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of the 2009 Regulations;
- d. refusal or cancellation of registration relating to childcare,<sup>3</sup> or children's homes, or being prohibited from private fostering<sup>4</sup>, as specified in Schedule 1 of the 2009 Regulations;
- e. living in the same household where another person who is disqualified lives or is employed (disqualification 'by association') as specified in regulation 9 of the 2009 Regulations;
- f. being found to have committed an offence overseas which would constitute an offence regarding disqualification under the 2009 Regulations if it had been done in any part of the United Kingdom.

When considering the relevant offences, including those relating to individuals who are living or who are employed in the household where the staff member lives, the school must

take into account the ROA. The ROA allows criminal convictions, cautions, and youth cautions (formerly reprimands and final warnings) to be considered spent after a specified period of time known as the rehabilitation period, which is decided by the sentence or disposal received. Sentences of over 48 months and public protection sentences (regardless of the length of sentence) can never become spent.

The vast majority of roles in schools and relevant childcare settings are exempt from the ROA. Individuals working in these settings are therefore covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013) ('the Exceptions Order'); as a result, they are normally required to disclose all their convictions and cautions, including those that are spent. The exception is that certain minor cautions and convictions are 'protected' for the purposes of the Exceptions Order, which means they are not subject to disclosure to employers and they are removed or 'filtered' from standard or enhanced DBS certificates.

The majority of offences that lead to disqualification under the 2009 Regulations will never become protected, which means that they must always be disclosed by a member of staff employed to work in relevant childcare, and they will not be filtered from the DBS certificate.

When responding to questions about their cautions or convictions, school staff do not need to provide details about any protected cautions or protected convictions. Staff working in childcare are entitled to respond to a question relating to their criminal record as though it only relates to cautions or convictions that are not protected.

Staff are not required to disclose spent cautions and convictions relating to individuals who live or are employed in the same household as them unless they relate to 'unspent' cautions or convictions that are included on the list of relevant offences (see above).

Hopewell School staff are required to sign a declaration that they are not living in the same household where another person who is disqualified lives or is employed (disqualification 'by association') as specified in regulation 9 of the 2009 Regulations.

**Volunteers** --- In line with the DfE Guidance on safer recruitment it will be necessary for any parent / carer / governor or other person seen by the learner as a trusted adult and who works in our school on a regular basis to be DBS checked at an enhanced level. These checks are required to be updated regularly and at least every three years as they are for permanent members of staff.

Volunteers will work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of our School. Hopewell School will provide volunteers with appropriate induction and volunteers will have a 'job description' pertaining to the volunteering role they are to perform.

The requirements resulting from the Safeguarding Vulnerable Group Act 2006 equally apply to volunteers, therefore vetting checks will be carried out in line with the statutory duties set out in the Safeguarding Vulnerable Groups Act 2006, which will include complying with the legal requirements to ensure employees are registered with the ISA and not barred from working with students and young people, before commencing work at Hopewell School.

All permanent/temporary staff and volunteers will be inducted in the schools' policies and procedures

**Staff Code of Conduct** --- All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with students and their families. Students will be treated with respect and any rewards and sanctions should follow those detailed in our Behaviour Management Policy.

Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and students, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. As noted in our restraint and Use of Force Policy physical intervention should only be used as last resort. Where incidents occur that might otherwise be misconstrued or where it becomes necessary to physically restrain or use force to control a child, for their or others' safety, to prevent a criminal act or to maintain good order, this will be appropriately recorded and reported to the Headteacher and parents in line with DfE guidance on The Use of Reasonable Force 2014. Refer to our separate policy on Restraint, Positive Handling and the Use of Force.

All incidents are recorded in the 'Bound & Numbered Book'.

For their own safety and protection, staff should exercise caution in situations where they are alone with students.

School staff should also be alert to the possible risks that might arise from contact with students outside of school, including contact when using digital technologies. The Headteacher must always be made aware of any such contact.

First Aid should only be administered by qualified first aiders and, if it is necessary for the child to remove clothing for this treatment, there should be, wherever possible, another adult present. If a child needs help with toileting or washing after soiling themselves, another adult should be present or within earshot. Parents / carers will be asked to give permission for changing their wet or soiled clothes in School.

Where a child may require regular, intimate care, parents / carers will be asked to sign a form giving their permission. If a member of staff is providing any form of intimate care, another member of staff will, as far as possible, be present. As far as is practically possible, students will be asked whether they would like an adult of the same sex to be present.

**APPENDIX 1 : KEEPING CHILDREN SAFE IN EDUCATION (DfE 2016)**  
**Part One: Information for all school and college staff**  
**Annex A: Further information**

It is **essential** that **all** staff have access to this online document and read Part 1 and Annex , which provides further information on:

- children missing from education
- child sexual exploitation
- ‘honour based’ violence
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

Staff will need to sign to say they have read these sections (please see Appendix 2) and will subsequently be re-directed to these online documents again should any changes occur.

**Link to Keeping Children Safe in Education:**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

**APPENDIX 2: DECLARATION FOR STAFF  
Child Protection Policy and Keeping Children Safe in Education (DfE 2016)**

School/College name **Hopewell School** Academic Year 2016 -17

Please sign and return to Rohan Cummings (DSP) by 15<sup>th</sup> November 2016

I, \_\_\_\_\_ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

- (1) The School's Child Protection Policy
- (2) **Part 1 and Annex A** of '**Keeping Children Safe in Education**' DfE Guidance , 2016

I am aware that the DSPs are:

.....

.....

.....

and I am able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available on line.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX 3: What to do if you are worried a child is being abused:  
Advice for practitioners (DfE 2015) Flowchart**

**Be alert**

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead ( DSP) .

**Question behaviours**

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice , refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

**Ask for help**

- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead ( DSP)
- Responsibility to take appropriate action, do not delay.

**Refer**

- DSP will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 03001234043 .

## APPENDIX 4: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children's needs:



<b>Physical abuse</b>	
<i>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</i>	
<b>Child</b>	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injurie	Fabricated or induced illness -
<b>Parent</b>	<b>Family/environment</b>
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse,

	self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of 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, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).*

#### Child

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

### 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.*

#### Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
<b>Parent</b>	<b>Family/environment</b>
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

<b>Sexual abuse</b>	
<i>Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.</i>	
<b>Child</b>	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
<b>Parent</b>	<b>Family/environment</b>
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of

	physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

**Policy Reviewed on:** 28<sup>th</sup> November 2016

**Policy Reviewed by:** Susan Mayo

**Ratified by Governors:** *Date to be confirmed*