

RIVERSIDE COMMUNITY SPECIAL SCHOOL



CHILD PROTECTION POLICY

No person shall be treated, without due regard for their feelings and individuality, regardless of gender(including gender re-assignment), sexual orientation, race, culture, belief or exceptional need.

Riverside School fully recognises its responsibilities for child protection. Our policy applies to all staff (permanent and supply), Governors and volunteers working in the school. The main aims of this policy are:

- To ensure we practice safe recruitment in checking the suitability of staff (including supply staff), Governors and volunteers/students to work with children.
- To raise awareness of child protection issues and safeguarding roles and responsibilities with staff, governors and volunteers.
- To develop and then implement training and procedures for identifying and reporting cases, or suspected cases, of abuse.
- To support pupils who have been abused in accordance with his/her agreed child protection plan/Child in Need plan or those under investigation.
- To establish a safe environment and promoting a culture in which children can learn and develop.
- To ensure that allegations or concerns against staff are dealt with in accordance with Department for Education (DfE), Local Safeguarding Children's Board (LSCB) and Hampshire County Council (HCC).

This policy should not be read in isolation. This school promotes a positive, supportive and secure environment which gives pupils a sense of value. Helping to uphold these values are:

- School vision statement
- Safeguarding Policy
- Local Children's Safeguarding Board (LCSB) Safeguarding Procedures
- Staff Code of Professional Ethics
- Complaints Policy
- Health and Safety Policy

- Intimate Care Policy
- Behaviour Management Policy including appendices on Physical Intervention
- Whistle-blowing Policy
- Keeping Children Safe in Education (DfE April 2015)
- E-safety policy and guidance
- NSPCC guidance leaflets available in the staff room.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are heard.
- Ensure that children know that there are adults in the school who they can approach if they are worried about any problems.
- Ensure that pupils have the means to communicate about their feelings, views and experiences.
- Include opportunities in the PHSE curriculum for children to develop the skills they need to recognise and stay safe.
- Notify parents of our concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk.
- Notify the allocated social worker if there is an unexplained absence of more than two days of a pupil with a child protection plan.
- Develop effective links Children's Social Care and co-operate as required with their enquiries regarding child protection matters including attendance at Child Protection Case Conferences.
- Follow the procedures set out by the LSCB and HCC and take account of guidance issued by the DfE.
- Treat all disclosures with the strictest confidence.
- Ensure that any issues are dealt with sensitively and confidentially in line with Local Safeguarding Children's Board (LSCB) guidelines
- Liaise openly and effectively with outside agencies to ensure that relevant information is shared.
- Provide training and update sessions to raise staff awareness of current and ongoing safeguarding issues.

Safeguarding Responsibilities

We will follow the procedures set out by the Local Safeguarding Children's Board and take account of other guidelines to:

- Ensure we have at least one designated person for child protection (DSL)
- Ensure we have a nominated Governor responsible for child protection
- Ensure that every member of staff, volunteer and Governor knows the name of the DSL(s)
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL.
- Ensure staff have access to up to date training (2 yearly HCC training) and yearly information and updates. New staff and volunteers will be briefed as part of their induction.
- Ensure that we maintain an attitude of "it could happen here".
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Follow LA procedures where an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed immediately.

The school recognises its responsibility to support pupils who are abused or witness violence, or who are at risk, within a stable, secure and predictable environment.

The Governing Body Responsibilities

The Governing Body is responsible for ensuring that:

- The school has effective safeguarding policies and procedures including a child protection policy and a staff code of conduct
- HSCB is informed annually about the discharge of duties through the Annual Safeguarding Audit
- Recruitment, selection and induction follows safer recruitment practice
- Allegations against staff are dealt with by the Head Teacher
- There is Designated Safeguarding Governor for allegations against the Head teacher.
- A member of the senior staff team is designated as the DSL and have this recorded in their job description.
- Staff have been trained appropriately and this is updated in line with guidance
- Any safeguarding deficiencies or weaknesses are remedied without delay.

Responsibilities of adults with the school community

- All adults are required to be aware of and alert to the signs of abuse, physical, emotional, sexual and neglect. In particular staff should be mindful of possible female genital mutilation (FGM), the effects of "sexting" and Child Sexual Exploitation (CSE)
- Staff should also be aware of the issues of Forced Marriage, Honour Based Violence and Radicalisation.
- If an adult identifies that a child may be in an abusive or exploitative situation they should record their concerns and report them to the DSL as soon as is practical.
- If a child discloses allegation of abuse to an adult, they will follow the Child Protection Procedures. (Appendix 1&2)
- Any concerns about the conduct of any member of staff or volunteer should be reported to the Head teacher as soon as possible and within 24 hours.
- If an allegation is made against the Head teacher, the concerns need to be raised with the Chair of Governors, or the nominated Designated Safeguarding Governor, as soon as possible and within 24 hours.

- In either of the last two events the Head teacher or Chair of Governors should contact the Local Authority Designated Officer (LADO).
- To ensure that they have read and comply with all relevant Child Protection documents.

All staff, volunteers and Governors are made aware of and follow the procedures for laptop/iPad, phone and camera use at Riverside School:

- School cameras are not to be taken out of school except on educational visits.
- Teacher laptops are kept either in school or in the teachers' home. They should never be left in cars or taken into public buildings or areas.
- Photos must only be taken on school cameras/iPads. Photos must never be taken on private cameras, phones or video cameras.
- E-safety guidelines followed at all times.
- The office holds a list of parental consent for E-use which should be regarded in all circumstances.

At public performances, parents and carers are reminded of their rights and responsibilities in relation to child safety and protection. Any videos or photos must not be posted on public or social networking sites such as "You Tube", "Twitter" or "Facebook".

As a school we will educate and encourage pupils to keep safe through:

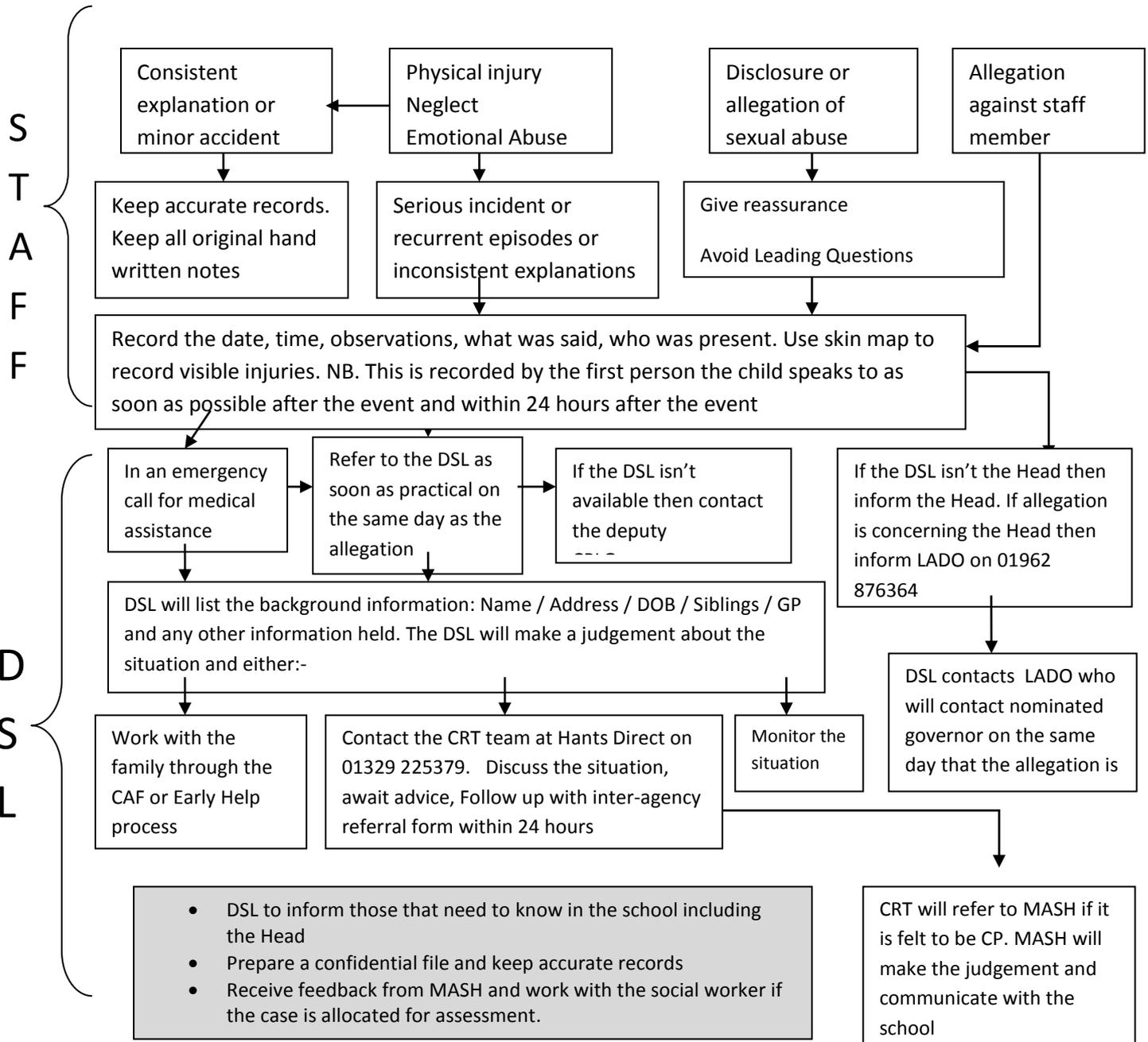
- The content of the curriculum, including the support of symbols and pictures.
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The creation of a culture which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

The named DSL for Riverside School is Catherine Le Roux (Head teacher). In her absence, any concerns or allegations must be reported to Anne Hallitt (Deputy Head), or Gill Stoll (Home School Link Worker). **In any case regarding the Head teacher, this should be reported to the Designated Governor for Safeguarding (Mark Lawson).** Any verbal reports must be followed up with a written and signed script. All reports and allegations will be dealt with in the strictest confidence, following HCC policy.

APPENDIX 1

Flowchart for Child Protection Procedures

DSL – Designated Safeguarding Lead
 MASH – Multi Agency Safeguarding Hub
 CRT – Children’s Reception Team
 CP – Child Protection
 CAF – Common Assessment framework



Child Protection Procedures

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and adults, the interests of the child must be paramount.

These procedures should be read in conjunction with the flow chart.

The role of staff:

Staff will:

- Establish and maintain an environment where children feel secure and are encouraged to talk and are listened to.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here".
- Record their concerns and report these to the relevant person.
- Treat information with confidentiality but never promise to "keep a secret".
- Notify DSL of any child on Child Protection Plan who has unexplained absence.
- Liaise professionally with other agencies.
- Ensure they know who the Designated Safeguarding Lead (DSL) and deputy DSL are and how to contact them.

If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information
2. Report it to the DSL immediately
3. The DSL will consider if there is a requirement for immediate medical intervention.
4. Make an accurate record, uploaded on to CPOMS (which may be used in any subsequent court proceedings) as soon as possible and with 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of the observations
 - Dates and times of any discussions they were involved in

- Any injuries
- Explanations given by the child/adult
- What action was taken
- Any actual words or phrases used by the child.

The records must be signed and dated by the author. If possible please use Body Maps/Cause for Concern sheets (available in the main office).

Following a report of concerns from a member of staff, the DSL must:

1. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to Children's Services.
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child in increased risk or could impact a police investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer significant harm they must contact Children's Social Care (CRT 01329 225379) and make a clear statement of:
 - The known facts
 - Any suspicions or allegations
 - Whether or not there has been any contact with the child's familyThis should be fully recorded along with any actions.
4. If there is not a risk of significant harm, then the DSL may consider to actively monitor the situation or consider using the Early Help process.
5. If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify Children's Social Care of the occurrence and what action has been taken.
6. Where there are doubts or reservations about involving the child's family. The DSL should clarify with Children's Social Care or the police whether, the parents should be told about the referral and, if so, when and by

whom. This is important in cases where the police may need to conduct a criminal investigation

7. When a pupil is in the need of urgent medical attention and there is suspicion of abuse the DSL should take the child to the A&E department at the nearest hospital, having first notified Children's Social Care. The DSL should seek advice about what action Children's Social Care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

When a child confides in you

Things to do:

- ❖ give the child your undivided attention
- ❖ take the child seriously
- ❖ you can't promise confidentiality
- ❖ show concern, support, warmth, but don't show emotion, distress or negative reactions; be re-assuring
- ❖ tell the child that it is ok or right to tell someone
- ❖ ask the child if he/she has told his/her parent if the incident has happened outside of the home
- ❖ if it involves a parent - ask if the child has told the other parent
- ❖ listen carefully
- ❖ allow the child to tell what s/he wants to say - avoid asking unnecessary questions / leading questions
- ❖ do not make judgements
- ❖ it is important to know if the child is hurt or in need of medical treatment
- ❖ use diagrams to record the position of marks or bruises
- ❖ explain what will happen next and who you will have to talk to

Things not to do:

- ❖ jump to conclusions
- ❖ try to get the child to disclose
- ❖ ask for lots of detail about the alleged event(s)
- ❖ speculate or accuse anybody yourself
- ❖ make promises you can't keep, such as total confidentiality
- ❖ pre-empt or prejudice an investigation by leading the child through questioning

Working with parents

The school has an established approach to working with parents. Parents' and children's need for privacy should be respected. It is appreciated that attitudes to and contact with parents should be non-judgemental in order to obtain the most conducive working relationship. The priority is the needs of the child and effective liaison is crucial for this.

It should be recognised that families from different backgrounds and cultures will have different approaches to child-rearing. These differences should be acknowledged and respected provided they do not place the child at risk as defined earlier in the document. We do have access to support for parents where it is felt that this would be useful. This can be accessed through our Home School Link Worker, Gill Stoll.

When dealing with allegations against staff, Governors and volunteers:

Only the Head teacher or Lead Governor for Safeguarding should deal with allegations, all other staff or Governors must:

- Report any concerns about the conduct of any member of staff to the Head teacher as soon as possible and within 24 hours. "Staff" includes any adults in the school from external agencies, those in a temporary, supply or locum basis with the school; and adults not directly involved in face to face work within the school environment.
- If the allegation concerns the Head teacher, the information needs to be passed to the Lead Governor for Safeguarding and the LADO.

APPENDIX 2

GUIDANCE ON ABUSE

Child abuse is a term used to describe ways in which children are harmed by someone often in a position of power. It may not be our responsibility to decide whether child abuse is occurring but we are required to act on any concerns and report it to the appropriate party. The health, safety and protection of a child is paramount. We must be aware that pupils who have special needs are vulnerable to all forms of abuse.

The available UK evidence on the extent of abuse among disabled children suggests that disabled children are at increased risk of abuse, and that the presence of multiple disabilities appears to increase the risk of both abuse and neglect. Disabled children may be especially vulnerable to abuse for a number of reasons:

- many disabled children are at an increased likelihood of being socially isolated with fewer outside contacts than non disabled children;
- their dependency on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour;
- they have impaired capacity to resist or avoid abuse;
- they may have speech, language and communication needs which may make it difficult to tell others what is happening;
- they often do not have access to someone they can trust to disclose that they have been abused and/or
- they are especially vulnerable to bullying and intimidation.

Looked after disabled children are not only vulnerable to the same factors that exist for all children living away from home, but are particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day to day physical care needs.

PHYSICAL ABUSE

Can include hitting, shaking, throwing, poisoning, burning, scalding, suffocating or causing any form of physical harm to a child. This includes violence against other household members (domestic abuse)

Possible signs include:

Unexplained injuries, burns or bruising
Refusal to discuss injuries
Improbable explanations of injuries
Untreated injuries or lingering illness
Admission of punishment which appears excessive
Fabricated or induced illness
Shrinking from physical contact
Fear of returning home or parents being contacted
Fear of undressing
Fear of medical help
Aggression/ bullying
Over compliant behaviour
Running away
Significant changes in behaviour
Deterioration in work
Unexplained pattern of absences

EMOTIONAL ABUSE

This is persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It can include:

- conveying to a child that they are worthless or unloved
- placing inappropriate age-related expectations on children
- making children feel frightened or in danger on a frequent basis

Possible signs of emotional abuse include:

Continual self-deprecation
Fear of new situations
Inappropriate emotional responses to painful situations
Self-harm or mutilation
Compulsive stealing/ scrounging
Drug/ solvent abuse
'Neurotic' behaviour — obsessive rocking, thumb-sucking

Air of detachment 'don't care' attitude
Social isolation
Attention-seeking behaviour
Eating problems
Depression, withdrawal

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. They can include non-contact activities such as involving children looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Possible signs include:

Bruises, scratches, burns or bite marks
Scratches abrasions or persistent infection in the anal or genital regions
Pregnancy
Sexual awareness inappropriate to the child's age
Frequent public masturbation
Attempts to teach other children about sexual activity
Refusing to stay with certain people or go to certain places
Aggressiveness, anger, anxiety, tearfulness
Withdrawal from friends

NEGLECT

Neglect is also a form of abuse. It is the persistent failure to meet a child's basic physical and/or psychological needs and can affect the child's health and development. It might also include failure to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, failure to ensure appropriate access to medical care and treatment.

Possible signs include:

Constant hunger
Poor personal hygiene
Inappropriate clothing
Frequent lateness or non-attendance
Untreated medical problems
Low self-esteem
Poor social relationships
Compulsive stealing or scrounging
Constant tiredness
Fabricated illness
Significant weight gain or loss

BULLYING

Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time, where it is difficult for those bullied to defend themselves. The three main types of bullying are:

- ➡ physical
- ➡ verbal
- ➡ emotional
- ➡ racist
- ➡ homophobic or transphobic
- ➡ disability

All incidents of bullying should be dealt with by the class teacher in the first instance, followed by Key Stage Leader and/ or head teacher as appropriate. A more detailed guide can be found in the school's anti-bullying policy. Bullying may also occur outside of the school, within families and with others in the local community.

SELF HARM

If it comes to the attention of a teacher/ member of staff that a child is self-harming, they should alert the designated teacher for child protection. Actions by the designated teacher might include:

- ➡ contacting parents
- ➡ contacting Child Adolescent Mental Health Services
- ➡ contacting Social Care if the child meets the referral criteria

Self harming can include:

Cutting

Eating too much/too little

Pulling out of hair/eyebrows/eye lashes

Self-induced sickness

CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation (CSE) involves exploitative situations where young people receive an item or a commodity (food, accommodation, drugs, mobile phones, alcohol, gifts, money and affection) as a result of engaging in sexual activities. Relationships may appear consensual with an exchange of sex for a commodity or it may involve gang or serious crime. The perpetrator always holds some kind of power over the individual.

The signs that a child is involved in CSE may include:

- receiving of unexplained gifts (especially technology such as a phone)
- changes in mood
- going missing
- staying out late
- being secretive about where they are going
- lack of interest in activities and hobbies
- missing from school
- relationships with unknown adults/older children

E-Safety

E-safety is the process of limiting risks to children and young people when using Information and Communications Technology (ICT). E-safety is primarily a safeguarding issue not a technological issue, which relates to the use of all ICT-fixed or mobile; current, emerging and future ICT.

E-safety risks and issues can be roughly classified into three areas: content, contact and conduct. The following are basic examples of the types of e-safety risk and issues that could fall under each category.

	Commercial	Sexual	Example
Content (child as recipient)	Adverts Spam Sponsorship Personal info	Pornographic or unwelcome sexual content	Magazines Watching porn websites/films
Contact (child as participant)	Tracking Harvesting personal info	Meeting strangers Being groomed	Sexting Grooming CSE Bullying Sexual abuse
Conduct (child as actor)	Illegal downloading Hacking Gambling Financial scams Terrorism	Creating and uploading inappropriate material	Filming

Glossary of Related Terms

Blogging & Social Networking is part of a social and technological revolution that some people are calling Web 2.0. What's different about it is the ease with which anyone can produce and distribute their own content and link with like minded sites to create a very powerful network for sharing ideas and influence opinion. Young people especially love this new environment because they can have a powerful voice to express their identity and opinions. However there are safety issues to consider for both young users, parents, industry and education.

<http://www.childnet.com/blogsafety/index.html>

Cyberbullying is the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

<http://www.digizen.org/cyberbullying>

Downloading refers to receiving information or data electronically usually through the Internet; this could include saving a document or picture from a website or media streaming, e.g. music or video. Uploading is the inverse; sending and saving information or data from a local system e.g. mobile phone or computer, to a remote system, e.g. a website

<http://www.childnet.com/downloading>

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Filtering software can help to block a lot of inappropriate material but they are not 100% effective and are no substitute for good parental involvement. Internet use at school is generally filtered, supervised and safe. But many children use the Net at friends' homes, Internet cafes, libraries and youth clubs where there may be no filters and little supervision.

A **Firewall** is a buffer between your computer and the Internet. It limits both incoming and outgoing information, and keeps your computer safe from intruders. It can't stop you downloading spyware, but it can alert you if a

program is sending information over the Internet without your permission.

Hacking is when your details, online accounts or other personal information is accessed by a stranger.

<http://www.ceop.police.uk/safety-centre>

Identity Theft is "when your personal information is used by someone else without your knowledge. It may support criminal activity, which could involve fraud or deception". [The Home Office]

<http://www.childnet.com/sorted>

Spyware & Adware - "A general term for malicious software that is designed to take control of a computer without the consent of the user. Adware is one type of spyware - computer programs in which commercial advertisements are automatically shown to the user without their consent." [Wikipedia.org]

<http://www.childnet.com/sorted>

FEMALE GENITAL MUTILATION (FGM)

FGM is a collective term for procedures which include the removal of part or all of the external female genitalia for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences both at the time and later in life. The procedure is typically performed on girls aged between four and thirteen. FGM has been a criminal offence in the UK since 1985 and since 2003 it has become an offence for UK national or permanent UK residents to carry out FGM abroad.

Suspicious may arise in a number of ways that a child is being prepared for FGM to take place. These include knowing that the family belong to a community where this is deemed acceptable, that they are preparing to take a child on a holiday where a "special procedure" is taking place, that a special "auntie" is coming to stay and the child is then absent for a number of days. Indicators that FGM has taken place may include prolonged absence, noticeable changes in behaviour especially around toileting/changing/taking part in physical activity.

FORCED MARRIAGE/HONOR BASED VIOLENCE

The terms "honour crime", "izzat" or "honour based violence" embrace a variety of crimes of violence including assault, imprisonment and murder where the person is being punished by their family or community.

Forced marriage and honour based violence are human rights abuses and fall within the Governments definitions of domestic abuse.

RADICALISATION

Exposure to, or involvement with, groups or individuals who condone violence as a means to a political end is a particular risk for some children. Children and young people can be drawn into violence themselves or they can be exposed to messages if a family member is involved in an extremist group.

The cross-Government strategy to stop people becoming terrorists or supporting violent extremism is known as "Prevent". One of "Prevent's primary objectives is to support individuals who are vulnerable to recruitment or have already been recruited by violent extremists.

Pupils within a special school setting should be regarded as vulnerable to radicalisation.

Very commonly with young people who are radicalised, they come across extreme individuals who groom them into adopting radical views. These people manipulate the young person by using emotional triggers to engage them, often during a time of hardship:

- when grieving
- has failed at college or school
- suffering from emotional difficulties or other mental health issues
- struggling financially
- is neglected or feels unloved
- struggling to make friends or fit in

However, this doesn't mean that what seems to be a perfectly sane person who is doing well in their career and is loved by their family can't be radicalised or hold extreme views.

Further information:

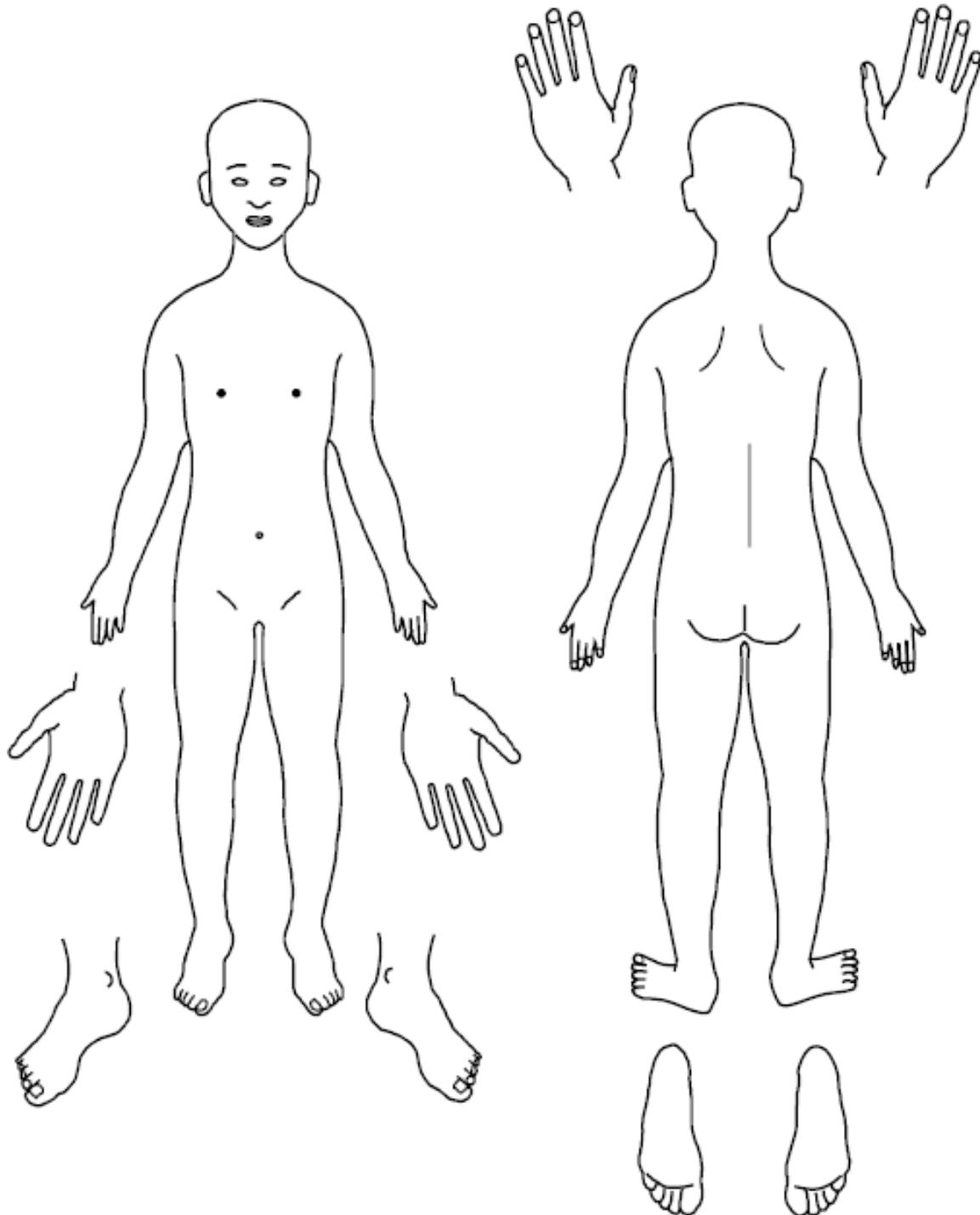
Issue	Links to resources
Anti-racism	http://www3.hants.gov.uk/education/ema/ema-schools/emapolicyandpractice.htm
Drug and substance abuse	http://www3.hants.gov.uk/education/hias/drug-and-alcohol/supporting-young-people.htm
E-safety	http://intranet.hants.gov.uk/childrens-services/schoolsandcolleges/esafety http://www.getsafeonline.org/
Extremism and Radicalisation	Counter.extremism@education.gsi.gov.uk 020 7340 7264
NSPCC	www.nspcc.org.uk
Hampshire policy and procedures	www.hampshiresafeguardingchildrensboard.org.uk Information on all areas of safeguarding can be found here along with forms and contacts for all areas of child protection.
CSE	www.barnardos.org.uk

Body Map

Name of child

Date/Time of observation

Name of observer(s)





Notes