

SAFEGUARDING POLICY

What to do if you have Safeguarding concerns

When adults have concerns about the welfare of a young person, it is inevitably a distressing and difficult time for all concerned. It is important that you raise any concerns at the earliest opportunity so that they can be dealt with quickly and fairly.

If you are a parent or an adult in the community and you have concerns about the safety or welfare of a young person you should follow these steps:

- Identify what is concerning you and write it down
- Don't think "What if I'm wrong?" think "What if I'm right?"
- Contact one of the Designated Safeguarding Leads listed below as soon as possible by phone, e-mail or in person
- DO NOT INVESTIGATE.

Mark Brennan – Assistant Principal
mark.brennan@manorschool.northants.sch.uk

Javier Sánchez – Vice Principal
javier.sanchez@manorschool.northants.sch.uk

Sarah Mitchell – Director of Student Services
sarah.mitchell@manorschool.northants.sch.uk

Philippa Crowther – Behaviour and Safety
philippa.crowther@manorschool.northants.sch.uk

Lynette Brown – Senior Lead Inclusion and Support
lynette.brown@manorschool.northants.sch.uk

Justine Mitchell-Bunce – Lead Practitioner in Science
justine.mitchellbunce@manorschool.northants.sch.uk

Sarah Folkard – Vice Principal (St Peter's CE Academy)
s.folkard@stpetersschoolraunds.co.uk

Chris Innes – Assistant Principal (St Peter's CE Academy)
c.innes@stpetersschoolraunds.co.uk

Linda Brooks – Principal (Manor Learning Trust)
head@manor.northants-ecl.gov.uk

Dudley Hughes – Chair of Governors
dudleyhughes@hotmail.com

These colleagues are available by e-mail contact during term time from Monday to Friday – 7am to 7pm. During weekends and holidays contact Northants County Council on 0300 1261000 and you will be directed to the Multi Agency Safeguarding Hub (MASH team)

- If the allegation is regarding a member of staff this should be reported to the Principal in the first instance
linda.brooks@manorschool.northants.sch.uk
- If the allegation is about the Principal, you should report the information to the Chair of Governors
dudleyhughes@hotmail.com

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors or does not feel that their concerns have been taken seriously should contact the Local Authority Designated Officer directly. In Northampton, the Local Authority Designated Officer (LADO) Aqualma Murray.

***If the LADO is not available, you should refer to the Integrated Support and Social Care (ISSC).**

Summary of the Policy

There are four main elements to our Safeguarding policy:

- Prevention - positive school atmosphere, teaching and pastoral support to students.
- Protection - following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
- Support - for students and adults working in school who may have been abused.
- Working with parents – to ensure that appropriate communications and actions are undertaken

This document will cover the following areas:

- What all adults should know and do
- Procedures for cases coming to the attention of school
- The Manor approach to safeguarding
- The rights and responsibilities regarding looked after children
- The safeguarding of adults

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention. Children are defined as anyone under 18.

Our school will therefore:

- Establish and maintain an ethos where students feel secure and are encouraged to talk, and are listened to.
- Ensure that students know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Ensure that, whenever possible, every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

All staff should be aware of what action to take if they suspect that a student has suffered non-accidental injury. If you suspect that a student is being abused or neglected, you should report this to the designated teacher, who will then follow the procedures set out below.

If you judge that a child is in immediate danger, staff should phone the police or make a referral to social care immediately. Anyone can make a referral if the child is in immediate danger but the DSL should be informed of this as soon as possible

Extended School Activities where the Trust Board provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Trust Board will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

1 What staff should know and do

Safeguarding is defined as follows: Protecting children from maltreatment, preventing impairment of children's health and development, ensuring 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 action should be taken. This is the responsibility of all adults working at the Manor Learning Trust, in line with safeguarding procedures outlined below (See section 2).

Manor Learning Trust has eight Designated Senior Leads: Javier Sanchez, Sarah Folkard (St Peters), Chris Innes (St Peter's), Mark Brennan, Sarah Mitchell, Philippa Crowther, Justine Mitchell Bunce and Lynette Brown. It is the responsibility of these individuals to ensure that all adults within the Trust have been sufficiently and appropriately trained in safeguarding and child protection. It is also their responsibility to liaise with outside agencies such as Social Care and make referrals where appropriate.

All staff should be aware of the signs of abuse, so they can identify children at risk, and the reporting systems within the Trust. Staff should maintain an 'it could happen here' attitude where safeguarding is concerned.

2 Procedures for cases coming to the attention of schools

- The Principal should ensure that no member of staff is in doubt about what action to take if there is any reason to believe that child abuse is, or may be, occurring.
- The Principal should instruct members of staff to inform them (or the Designated Senior Lead) of any student suspected of being subject to child abuse or serious neglect.
- If information concerning the possibility of child abuse to a student who is, or is not, registered as a student of the school comes to the notice of a member of staff, he or she should discuss it with the Designated Teacher.
- If doubt exists as to whether the case falls within the definition of child abuse, it should still be discussed with the Designated Teacher.
- Once a Safeguarding concern has been identified it is essential that detailed and accurate records on the student, and action taken, are kept. It is the responsibility of the Designated Senior Lead to ensure that this is done.
- All queries concerning at risk situations will be recorded in the school's at risk book and this is only accessible by the Designated Teacher and the Principal.
- If the Designated Senior Leads judge it necessary to share this information with appropriate outside agencies such as the Police or Social Care then they should do this and record this clearly.

3. Safeguarding Referrals must be made in one of the following ways:

By telephone contact to the Multi-Agency Safeguarding Hub: **0300 126 1000**;

• By e-mail to: **MASH@northamptonshire.gcsx.gov.uk**;

• By using the online referral form found at

<http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>

- In an emergency outside office hours, by contacting the Emergency Duty Team or the Police.
- **If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.**

Multi-Agency Safeguarding Hub (M.A.S.H) The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who may have concerns about a child's welfare following contact with the helpline that is now also based in the Multi-Agency Safeguarding Hub. It makes the process of dealing with referrals quicker and more effective by improving the way county council: Children's social care, Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and education, work alongside other partner agency colleagues including Northamptonshire police, Northamptonshire health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

Any concerns regarding adults in education should be referred to the Principal:

The Designated Officers (formerly LADO) for Northamptonshire are Andy Smith 01604 367862 and Jackie Shaw 01604362633
LADOREferral@northamptonshire.gcsx.gov.uk

4. Early Help

Young people who do not meet the threshold for referral to the MASH team might still require support in school and liaison with a range of outside agencies. These might typically include CAMHS, the School Nurse, support for substance abuse and other health and social care services. We have a Pastoral team of a Director of Student Services, four Heads of House and four Pastoral Support Officers who can lead on Early Help Assessments. These provide a co-ordinated and time specific response to the needs of the young person and their family. The Director of Student Services is also the DDSL for the trust

4. Role of Safeguarding governor – see Appendix 1

5. The Principal of the Manor Learning Trust will ensure that:

The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;

Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;

Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Designated Officer (formerly LADO);

All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner;

All staff are made aware that they have an individual responsibility to pass on safeguarding concerns to the Designated Safeguarding Lead

6. The responsibilities of the Designated Safeguarding Lead are found in *Annex B* of *“Keeping Children Safe in Education” September 2016* and include:

Provision of information to the LSCB/Local Authority on safeguarding and child protection;
Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
Referral of cases of suspected abuse to Multi-Agency Safeguarding Hub (and/or Police where a crime may have been committed);
Acting as a source of support, advice and expertise within the school;
Attending and contributing to child protection conferences when required;
Ensuring each member of staff has access to and understands the Manor Learning Trust’s Safeguarding policy especially new or part-time staff and lunch time staff who may work with different educational establishments;
Ensuring all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. Ensure all staff are given the guidance - the Local Authority pocket guide, “Making Children Safer”, the “Keeping Children Safe in Education” - 2016 – Information for all School and College Staff” and the “Staff Code of Conduct”;
Keeping detailed, accurate and secure written records of concerns and referrals;
Obtaining access to resources and training for all staff and attend refresher training courses every two years;
Where children leave the school, ensuring that their child protection file is handed to the Designated Safeguarding Lead of the receiving school/setting and signed for in the new school/college as soon as possible. A receipt should be obtained
Maintaining and monitoring child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on “Records and Monitoring” below.
Leading on CIN and CP cases and liaising with other agencies including Social care, attending core groups and child protection conferences and providing reports where required
Ensure that online safety is properly managed through the use, review and monitoring of filters

7. Training Requirements

The Principal and the DSL ensure that all Staff and Governors receive formal safeguarding training once a year and updates throughout the academic year. All staff and governors sign to say they have received and understood this training and have received and understood part one of Keeping children safe in education (September 2016). New staff receive Induction training in safeguarding before they begin their jobs. All designated safeguarding leads receive refresher training every two years and the Senior DSL ensures that a record of this training is kept up to date.

8. Records, Monitoring and Transfer

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with other agencies.

Records relating to actual or alleged abuse or neglect are stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

Child protection records are stored securely, with access confined to specific named staff, including the Designated Safeguarding Lead and the Principal.

Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.

When children transfer school copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school *or educational establishment* with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method possible should be found to send copies of the confidential records to a named Designated Safeguarding Lead by registered post with a receipt request.

This is in line with Keeping Children Safe in Education 2016

9. Support for Pupils and School staff

The Manor Learning Trust recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable aspects of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence.

Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support.

10. Working with Parents/Carers

The school will:

Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection.

Undertake appropriate discussion with parents/carers prior to involvement of CYPS or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

11. Children Missing from Education

The Manor Learning Trust recognises the importance that all children are entitled to full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

The MLT recognises a child missing from education is a potential indicator of abuse or neglect.

The MLT will follow the details set out in the NSCB procedure 'Children Missing Education' to report and respond to incidences of children missing from school. We will also comply with the guidance in keeping Children Safe in Education 2016

We also ensure that additional risks are considered to those missing from education including those who may be potential victims of sexual exploitation, FGM, Forced Marriage or have potential safeguarding concerns due to travelling to conflict zones.

12. Child Sexual Exploitation

The Manor Learning Trust is committed to ensuring that all incidences of potential child sexual exploitation are reported and acted upon. The school follows the guidance and procedure set out in the NSCB CSE Toolkit.

<http://www.northamptonshirescb.org.uk/schools/cse-professionals/tackling-csetoolkit-schools/>

13. Female Genital Mutilation

If staff have concerns they activate NSCB local procedures on responding and reporting FGM as found in the NSCB procedures manual.

Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police.

Further information can be found in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)

14. Preventing Radicalisation

Preventing Radicalisation is seen as part of the schools' wider safeguarding duties. The Manor Learning Trust supports the notion that it is possible to intervene and prevent vulnerable people becoming radicalised.

Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral.

The MLT accepts its duty under the *Prevent* Duty Guidance for England and Wales which places requirements on the school under four themes: risk assessment, working in partnership, staff training and IT policies.

For risk assessment and further details please refer to **Preventing Extremism and Radicalisation policy**

All referrals will be assessed by the Channel panel for the county before a judgement is reached

15. Peer on peer abuse

As part of their training all staff will be made aware that safeguarding issues can manifest themselves through peer on peer abuse. This is most likely to include, but not limited to: bullying, cyber bullying (see anti-bullying policy), gender based violence/sexual assaults

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and sexting. If staff have safeguarding concerns based on peer on peer abuse they should use the normal reporting procedure, outlined above, and treat it like any other disclosure when listening, recording and referring.

16. Looked after children

Objective

The objective of this policy is to promote the educational achievement and welfare of looked after students as defined under 'Promoting the education of looked after children' Statutory guidance for local authorities – July 2014 (Sections 27-37)

Furthermore, Manor Learning Trust aims to provide a safe, secure and welcoming environment for looked after children and young people enabling them to achieve as well as students of similar ability, and ensuring that they have access to the opportunities and support they need to reach their potential

Admissions

- Manor School and Sports College prioritise Looked after Children in our admission policy in line within Northamptonshire County Council guidance.
- On admission, records will be requested from the student's previous school and a meeting will be arranged with the carer/parent/social worker as appropriate. This will provide information to inform the Personal Educational Plan.
- A full induction programme will take place and the virtual school for Looked After Children will be contacted. This would include an initial PEP meeting as soon as possible following the admission of the student within statutory guidelines

Personal Educational Plan (PEP)

- All looked after children will have a current PEP that is an action planning document for children. These will be updated every term (3 times a year).
- If a looked after child joins the school without a PEP, the designated teacher will pursue the matter with the child's social worker who has a statutory duty to initiate the PEP.
- Manor School and Sports College will work alongside the assigned social worker to contribute to the educational content of the PEP.
- When a child leaves the school, it is the duty of the designated teacher to ensure the PEP is passed on to the next designated teacher.

The role of the Principal

- To appoint a designated teacher of suitable seniority, experience and knowledge who will undertake key responsibilities.
- To ensure that all staff have an understanding of the principles and expectations for looked after children.

The role of the Designated Teacher for Looked After Children

The Designated Teachers are responsible for:

- Ensuring that there is appropriate provision and support within the school for looked after children.
- Ensure that all staff have the training, knowledge and skills to keep looked after children safe
- Receiving PEP's from social workers and supporting the development of the plan.
- Providing a central point of contact for all the professionals working with each looked after child.
- Monitoring the educational progress of all looked after children, any individual under achievement and absence from school.
- Ensuring the professional development in this area is shared with all staff.
- Ensure that the Pupil Premium plus is used effectively to support the learning, progress and well-being of each LAC student
- Looked after children with special educational needs would be subject to the rights and support outlined in the Academy's SEN policy in addition to the previous entitlements
- To link with the virtual school on the quality and accuracy of PEPs, attend regular training and sharing good practice
- Ensuring that appropriate staff have information about the legal status and contact arrangements for looked after children

The Role of Governors

There will be a named Governor responsible for looked after children. When the school admits a looked after child, the named governor will liaise with the designated teacher to monitor progress and identify any barriers to learning. The governing body will ensure that the school policies are reviewed from the point of view of the looked after child.

The voice of the child

To promote a culture that takes account of the child's views depending on age and understanding in identifying and meeting their needs.

Carers and other professionals

The designated teacher will ensure that there is an effective flow of information between the school, carers and other relevant professionals.

Special Educational Needs

Manor School and Sports College will ensure that any special educational needs are promptly identified; bearing in mind that looked after children may have missed schooling. Suitable learning support will be provided by the SENCO and designated teachers will be responsible for liaising with carers and other professionals.

Exclusions

The 2010 Statutory Guidance 'Promoting the educational achievement of looked after children' states:

"It is important to be especially sensitive in relation to exclusions where looked after children are concerned. Every practicable means should be tried to maintain the child in school."

Private fostering arrangements

The designated teacher will work with the LA advice regarding arrangements and make a referral where appropriate.

17. Children with SEND

Children with SEN and disabilities can face additional safeguarding challenges. All staff receive training on this in their annual training and new staff induction training. Staff are reminded that they should not assume that possible indicators of abuse such as behaviour, mood or injury might relate to the child's SEN or disability and therefore should not be referred using the trust's systems.

17. Safeguarding of adults in school

Manor Learning Trust will exercise its professional judgement when dealing with allegations made against adults working across the trust. However, where the following criteria are met a formal investigation should follow:

- A member of staff has behaved in a way that has or may have harmed a child
- A member of staff has possibly committed an offence relating to a child
- A member of staff has behaved in a way towards children that indicates that he or she would pose a risk of harm if they regularly work closely with children

The Principal (or designated representative) shall contact the Local Authority Designated Officer and inform them of any allegations. All investigations shall be carried out swiftly and fairly, providing effective protection for the child.

Manor Learning Trust has a duty of care to its employees and should provide effective support to anyone facing an allegation, providing the employee with a named contact if they are suspended.

The following definitions shall be used when determining the outcome of an investigation.

Substantiated: There is sufficient evidence to prove the allegation

Malicious: There is sufficient evidence to disprove the allegation and prove that there has been a deliberate act to deceive

False: There is sufficient evidence to disprove the allegation

Unsubstantiated: There is insufficient evidence to either prove or disprove the allegation

Manor Learning Trust will make every effort to maintain confidentiality and guard against unwanted publicity in relation to an allegation.

18. Whistleblowing

Where a staff member feels unable to raise an issue with the school or feels their genuine concerns are not being addressed, other whistleblowing channels may be open to them – see Whistleblowing policy

Staff can call 0800 0280285 – 8am-8pm Mon- Fri, or e-mail help@nspcc.org.uk

Appendix 1: Safeguarding Governor Role and Responsibilities

Link Governor Role: Child Protection / Safeguarding	
Context: Section 175 of the Education Act 2002 states governing bodies must ensure they exercise their functions with a view to safeguarding and promoting the welfare of children and to have regard to guidance issued by the Secretary of State.	
Key Responsibilities:	
<ul style="list-style-type: none">a) To be conversant with the Child Protection and Safeguarding policies of the Trust;b) To be conversant with Section 175 of the Education Act 2002 and with Northamptonshire County Council's Child Protection and Safeguarding Proceduresc) To work with Senior Staff in the development, implementation and review of the Child Protection and Safeguarding policies of the Trustd) To ensure that an annual report on Child Protection / Safeguarding is submitted to and considered by the Local Governing Boarde) To monitor Child Protection / Safeguarding arrangements within the school and ensure that reports are submitted to the Local Governing Board with recommendations to remedy any areas for development.f) To undertake Child Protection / Safeguarding trainingg) To monitor the promotion of Child Protection / Safeguarding through the delivery of the National Curriculum (e.g. E safety)h) To advocate to the Local Governing Board on behalf of Child Protection / Safeguarding	
Date appointed to role:	Date vacating role:
Name of Governor:	
Signature:	

Appendix 2

Child Protection at Manor School and Sports College: a whole school approach

Under the guidelines of the Children's Act it is now the statutory responsibility of all members of staff to report any concerns regarding student welfare. This guide will provide advice on what are the warning signs and how to deal with any concerns if they arise.

Recognition

Identification of child abuse is difficult but all staff need to be vigilant

The indicators must be regarded in the context of the child's life and should be considered in relation to the following:

- Always listen to the child, particularly to what is said spontaneously.
- Look at whether the normal behaviour of the child has changed.
- Note if there is any history or pattern of unexplained injury or illness.
- Be aware of any delay by the carers seeking medical assistance, or failure to meet medical needs.
- Be aware of explanations that are inconsistent with what you observe or know, especially of the child's development and mobility.
- Be aware children may present as compliant, unafraid and attached to their abusers.
- Take note of any inappropriate responses from carers.
- Remember that the records you keep should be made confidential and kept in a safe place.

General indicators

The following may occur to any children being abused but are particularly important in cases of sexual or emotional abuse where outward physical signs may not be present:

- Onset of enuresis (bedwetting) – and daytime wetting
- Sleeping and eating disturbance
- Recurrent abdominal pains
- Recurrent headaches
- Social withdrawal
- Restlessness and aimlessness

- Inexplicable school failure
- Poor trust and secretiveness
- Indiscriminate and careless sexual behaviour
- Drug abuse
- Running away
- Self mutilation and other forms of self harm
- Hysterical fits, faints etc.
- Drug and/or alcohol abuse
- Unexplained bullying or aggressive behaviour to other children

The indicators listed could be signs of OTHER concerns.

Pass on any concerns to a Designated Member of Staff, in the first instance, (Mr Mark Brennan, Mr Javier Sanchez, Mrs Lynette Brown, Mrs Sarah Folkard, Mrs Philippa Crowther, Mrs Justine Mitchell Bunce, Mr Chris Innes or Mrs Sarah Mitchell)

Appendix 3

Definitions of abuse

SIGNIFICANT HARM - Section 31 (9) defines significant harm as:

- ‘harm’ means ill treatment or the impairment of health or development
- ‘development’ means physical, intellectual, emotional, social or behaviour development
- ‘health’ means physical or mental health
- ‘ill treatment’ includes sexual abuse and forms of ill treatment which are not physical

The question of whether ‘harm’ is significant is clearly a complex issue. In individual cases, a clearer picture will often only appear once some form of assessment has been initiated. Concerns must be viewed in the context of the child’s experience; the cumulative effect of a number of incidents must also be considered.

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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as fictitious illness by proxy or Munchausen Syndrome by proxy.

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. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may 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.

Emotional abuse

Emotional abuse is the persistent emotional ill treatment 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 in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child, though it may occur alone.

Specific Safeguarding Issues

- Child Sexual Exploitation
- Bullying including Cyberbullying
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- Gender based violence
- Honour based violence
- Mental health
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

Appendix 4 – Effective Practice

If a child does make a disclosure to you please follow the guidelines below:

Disclosure

- Listen carefully to the child; reassure them that they are not to blame.
- Don't try to investigate or ask leading questions.
- Explain what you are going to do and this may mean having to tell someone else who can help them.
- Report your concerns to the designated person or senior member of staff. Be specific: explain what you are concerned about and why. She/He will advise on the next steps, including talking to parents.
- Maintain confidentiality.

- Record what the child has said or what you have observed. Include the child's name, age, ethnicity and any disability or special needs they may have. Include dates, times, what you have observed and what the child has said to you.
- **Remember you have a statutory duty under the Education Act 2002 to pass on any child protection concerns about a child.**

Supporting an Abused Child in School

Children who have been abused will have experienced rejection, isolation humiliation and powerlessness.

Schools can do much to provide a supportive and healing environment without necessarily changing the way in which they normally operate.

A child who has been abused would need to:

- Be given respect;
- Be listened to;
- Maintain control (not be put in powerless situations);
- Feel safe personally.

Pointers for Good Practice

- It is important for a school to establish a policy and an ethos which respect parents' and children's needs for privacy and confidentiality within the boundaries of the child protection procedures, and which discourage gossip.
- Whatever the outcome of a disclosure or investigation, attempting to resume a normal, friendly, non-judgemental attitude to parents will help to overcome their feelings of guilt and shame and re-establish a co-operative relationship with them. Conveying concern for them as individuals and passing on good points about their children's progress can also help.
- If the child's progress or behaviour needs to be discussed with parents, a matter of fact review of all aspects of the child's functioning which neither denies nor over-emphasises the experience of abuse is likely to be most helpful, especially if some positive suggestions on how to help the child can be made.
- A 'directory' of local sources of help for parents with problems (to do with childcare, finances, marital difficulties or alcoholism, for example) can be valuable in reducing family stress. Social Services or local authority organisations may be able to provide much of this information.
- Awareness of and respect for different cultural patterns of child-rearing and family life are important in order to avoid narrow judgements about 'good' or 'bad' ways of bringing up children.

Effective Child Protection Practice occurs where schools:

- Ensure there are Designated Persons of Child Protection (1:250 students).
- Provide regular training on Child Protection for everyone who works in the school and for school governors.
- Make sure supply staff are aware of the school's procedures for Child Protection.
- Have a school Governor with responsibility for Child Protection.
- Have an ethos and culture that values, involves and listens to children.
- Provide suitable support and guidance so that students have a range of appropriate adults whom they feel confident to approach if they have difficulties.

- Work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require cases to be referred to other investigative agencies as a constructive and helpful measure.
- Build good working relationships with other agencies and contribute to an inter-agency approach to Child Protection.
- Are vigilant regarding changes in students' appearance/behaviour/work patterns etc.
- Are vigilant in cases of suspected child abuse recognising the signs and symptoms and clearly following the local procedures.
- Monitor children who have been identified at risk, keeping (in secure location) clear, confidential records to monitor progress and provide information for other agencies.
- Use the curriculum to raise students' awareness and build confidence so that they have a range of strategies to ensure their own protection and understand the importance of protecting others.
- Provide clear policy statements for parents and staff on Child Protection, positive behaviour and bullying.
- Have a clear understanding of the types of bullying (physical, verbal, indirect) and act promptly and firmly to combat it.
- Take particular care that students with Special Educational Needs who may be especially vulnerable to abuse are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communication skills
- Are vigilant in recruiting staff/volunteers.
- Have a code of conduct and guidelines on appropriate physical contact and constraint.
- Have a clear policy about handling allegations of abuse by members of staff which follows the guidance laid down in Safeguarding Children in Education 2004.

Key Manager	Principal
Key Governor Committee	Local Governing Board
Ratified by Governors	26 September 2016
Review Dates:	September 2017
Location of Policy:	P:\STAFF\Policy Documents http://www.manorschool.northants.sch.uk
Access to Policy	Open
Policy Context:	This Policy applies to all staff and students of the school and to those others offered access to such school resources.