



SAFEGUARDING AND CHILD PROTECTION POLICY FOR RUSH COMMON SCHOOL

In line with OCC and the OSCB (Oxfordshire Safeguarding Children Board)

Introduction

In this policy as in all documents of Rush Common Academy Trust (“RCAT”) any reference to Governors of Rush Common School or Trustees of Rush Common Academy Trust is a reference to the Board of Directors of Rush Common Academy Trust and any reference to the Headteacher of Rush Common School is a reference to the Chair of Board of Directors of RCAT.

Overview

This policy has been developed in accordance with the principles established by the Children Act 1989, 2004 and 2006 and in line with the following:

- Working Together to Safeguard Children March 2015;
- Framework for the Assessment of Children in Need and their Families 2000;
- What to do if you are worried a Child is being Abused 2015
- Keeping Children Safe in Education September 2016
- Information Sharing (2015)
- The Prevent Duty June 2015
- Oxfordshire Safeguarding Children Board guidelines

The Board of Directors takes seriously its responsibility under section 11 of the Children Act and duties under “working together” to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements exist within our setting to identify, assess and support those children who are suffering harm or are likely to suffer harm.

We recognise that all staff and directors have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

Staff are aware that safeguarding incidents could happen anywhere, (“it could happen here” attitude is maintained) and should therefore be alert to possible concerns being raised in school. Staff and volunteers are encouraged to talk about concerns.

Safeguarding and Child Protection have different meanings. Safeguarding is what we do at Rush Common for all children, whilst Child Protection refers to the procedures we use for children at risk of significant harm or who have been harmed.

Purpose of this policy

This policy applies to all staff, directors and volunteers working in our setting. The aims of this policy are:

- To support staff to understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.
- To support the child's development in ways that will foster security, confidence and resilience.
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- To protect children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the health or development of safe and effective care; and taking action to enable all children have the best outcomes
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- All staff should identify children who would benefit from early help. Early help at Rush Common School means that all staff are able and supported to identify learners who need early additional or a different level of support. We have a Venerable Register which is updated termly. We monitor these pupils at regular intervals.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments of need and support plans for those children where appropriate.
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- To develop a structured procedure within the school which will be followed by all members of the staff in cases of suspected abuse.
- To develop effective working relationships with all other agencies, involved in safeguarding children.
- To ensure that all adults within our school who have access to children have been checked as to their suitability. A Prohibition Check is under taken for everyone in teaching work. This includes other community users of our facilities, following correct staff recruitment and selection procedures.
- To ensure that children are being taught about safeguarding, including online, as part of a broad and balanced curriculum.

Procedures

Our school procedures for safeguarding children are in line with Oxfordshire Local Authority (the LA) and Oxfordshire Safeguarding Children Board Child Protection Procedures, and "Working Together to Safeguard Children 2015 ". In addition, Rush Common School adheres to supplementary guidance to "Keeping Children Safe in Education" (Sept 2016) relating to childcare disqualification requirements placed on all schools by childcare legislation (DfE guidance - see school website, Safeguarding and Prevent section). This guidance outlines childcare disqualification requirements and staff covered. Rush Common School requires all newly appointed members of staff (who are covered by the guidance) to complete a Staff Suitability Declaration form when they are engaged by Rush Common School (including regular volunteers and students). This declaration is completed by relevant staff covered by the childcare regulations on an annual basis irrespective of how long they have been in post. Included in the declaration form is the requirement to provide relevant information about a person who lives or works in the same household fulfilling "disqualification by association" aspect of the guidance (see Appendix A).

Roles and responsibilities

We will ensure that:

- The Board of Directors understands and fulfils its safeguarding responsibilities and seeks input and expertise of staff when shaping safeguarding policies. The Chair of Rush Common Board of Directors is Robert Parsonson.
- All staff read and understand Part one of "Keeping Children Safe in Education" (Sept 2016). In addition ensure that mechanisms are put in place to assist staff to understand and discharge their roles and responsibilities. Staff working directly with children must also read "Further Information" in "Keeping Children Safe in Education" (Sept 2016).
- We have one Designated Safeguarding Lead (DSL), two Deputy Designated Safeguarding Leads and two Designated Safeguarding Leads for the Before and After School Club ('BASC') who have undertaken appropriate training for the role as recommended by the LA, within the past two years. Three of the DSLs are members of the Leadership Team. The DSLs provide support to staff members to carry out their safeguarding duties and liaise closely with other services such as children's social care. Our Designated Safeguarding Leads will update their training with LA approved training every two years, with an update of safeguarding developments at least annually. Our DSL is also a trainer for Oxfordshire Safeguarding Children's Board (OSCB). Rush Common School will keep the Safeguarding Team Administrator informed about who this is and when it changes, on 01865 810603.
- Our Designated Safeguarding Lead is: Michelle Ainscough (Head of Pupil Support and Welfare); Deputy Designated Safeguarding Leads are: Jacquie Stevenson (Headteacher) and Emma Putt (Assistant Headteacher). Our Designated Safeguarding Lead for the BASC is Sue Bennett (BASC Manager) and BASC Deputy Designated Safeguarding Lead is Eleanor Clear. DSLs can be contacted via the

school telephone number (01235 533583) or by emailing Headteacher@rushcommonschoo.org

- The DSLs have job descriptions which clearly states their role in school.
- The DSLs do not delegate their responsibility to others.
- The DSLs will liaise with the Virtual School Headteacher for the progress of Looked After Children (LAC).
- The DSLs regularly explain and discuss their roles with staff (i.e.during weekly Morning Briefs)
- Rush Common's safeguarding and prevent director is **Ruth Hawkins** who can be contacted via the school office (01235 533583 or office@rushcommonschoo.org).
- All adults (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures for child protection, the names and contact details of the Designated Safeguarding Leads and have these explained, as part of their induction into the school.
- All members of staff receive training at least annually (with regular updates as necessary) in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- A check will be completed for all agency staff, so that the person presenting at school is the same person that the agency has provided the vetting check for. We will keep a written check as evidence.
- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy on the school's website and reference to it in our prospectus.
- Our Lettings Policy will seek to ensure the suitability of adults working with children on the school site at any time.
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- The name of any member of staff considered not suitable to work with children will be notified to the Disclosure and Barring Service ('DBS'), with the advice and support of Human Resources and or the Local Authority Designated Officer (LADO).
- All Rush Common School Directors are required by law to have an enhanced DBS check. This should be without a barred list check, unless the director is working in regulated activity.

- We will undertake an enhanced DBS check with a barred list check for all volunteers in regulated activity. All volunteers who have not had an enhanced DBS with a barred list check must be supervised at all times when engaging with children and young people.
- We have had sight of a DBS certificate and any information on the certificate is appropriately assessed. The DBS must also be enhanced.
- Prohibition checks are undertaken for all staff appointed as teachers and everyone engaged in teaching work whether a qualified teacher or not.
- Additional checks are made to ensure staff are not prohibited from engaging in a management role under Section 128 provisions. A check for a Section 128 direction can be carried out using the “Teacher Services” systems. Where the person is engaged in regulated activity, a DBS barred list check will also identify a Section 128 direction. This check must be recorded on the Single Central Record (SCR).
- Restricted information and checks about teachers from the European Economic Area will be undertaken and recorded on the Single Central Record. This check is carried out using the NCTL Teacher Services’ system.
- Our procedures will be reviewed annually and updated and a summary report of findings sent to or Board of Directors and the Local Authority Safeguarding Team.
- The name of the Designated Safeguarding Leads will be clearly advertised in the school, with a statement explaining the school’s role in referring and monitoring cases of suspected abuse.
- All new members of staff will be made aware of systems within school which support safeguarding including our safeguarding statement with the Designated Safeguarding Leads’ names clearly displayed, Safeguarding and Child Protection Policy and staff handbook (including staff code of conduct) as part of their safeguarding induction into the school.

2 Dealing with safeguarding concerns - refer to flow chart for raising safeguarding concerns about a child (Appendix B)

- Staff in Rush Common School will follow the Oxfordshire Safeguarding Children Board Procedures/Local Authority guidance in all cases of abuse, or suspected abuse (these can be found at www.OSCB.org.uk). The Designated Safeguarding Leads will usually decide whether to make a referral to children’s social care. However, in “exceptional circumstances” any staff member can refer their concerns to children’s social care directly.
- Staff understand the difference between a concern and an immediate danger or at risk of harm.

If at any point, there is a risk of immediate serious harm to a child a referral will be made to social care immediately. If the child’s situation does not appear to be improving the staff member with concerns should press for re-consideration.

- Staff are alert to the possibility of female pupils being at risk of female genital mutilation (FGM) or already suffered FGM. There is a mandatory duty on teachers to report disclosures of FGM. Please refer to the FGM section of this policy.

We will therefore:

- Understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children.
- Ensure that all staff promptly share their concerns in person and in writing with the Designated Safeguarding Lead/s (see dealing with safeguarding disclosures under guidance section enclosed).
- Ensure that we refer a child if there are concerns about a child's welfare, possible abuse or neglect to Social Care. A written referral using the Online MASH Referral Form will be emailed/faxed/posted to Social Care as soon as possible within 24 hours.
- Ensure that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
- Ensure that all such records are kept confidentially and securely in a locked designated cabinet. This cabinet is located in the Success Unit.
- Ensure that the Designated Safeguarding Lead/s, or another appropriate member of staff, attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.
- Ensure that any absence, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to the child's social worker or the local Multi Assessment Safeguarding Hub (MASH).
- Establish and maintain links with relevant agencies and co-operate as required with enquiries of a child protection nature.
- Provide an annual report for the Board of Directors, detailing any changes to the policy and procedures; training undertaken by the Designated Safeguarding Lead, and by all staff, number and type of incidents/cases, and number of children referred to Children's Social Care and subject to Child Protection Plans (anonymised). The Board of Directors will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures when requested.
- Ensure that the Designated Safeguarding Leads regularly keep themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years, provided by the Oxfordshire Safeguarding Children Board. Frequent training should include training on child sexual exploitation, radicalisation as well as generalist and specialist safeguarding training.

- Ensure that child protection training is available as part of staff induction and that training for all school staff is updated at least annually with regular updates as necessary.
- Ensure that all school staff are aware of the school's Safeguarding and Child Protection Policy and procedures, and understand their responsibilities in being alerted to and acting appropriately in cases of abuse, or suspected abuse, and know how to recognise and refer any concerns.
- Ensure that all staff, directors and volunteers understand that there is a procedure to be followed in dealing with child protection allegations made against teaching and non-teaching staff. This procedure must be followed on all occasions and concerns referred to the Headteacher. Where there are concerns about the Headteacher they should be referred to the Chair of Directors (see Allegations against Staff policy). All staff must be made aware of this process and how it differs from other concerns about children.
- Ensure that we have staff on all interview panels who are Safer Recruitment trained.
- Ensure that all staff/volunteers are selected and recruited only after having gone through appropriate checks.
- Follow the county guidance on reporting and tracking lost pupils.
- All staff and volunteers working in early years or foundation stage (including before and after school provision for under 8's) will be expected to disclose to the Headteacher of any circumstances which may indicate that the member of staff or volunteer could be barred from working with children under the terms of the Childcare Regulations 2006.
- Rush Common will have regard to our obligations to prevent our pupils from being drawn into extremism or terrorism. We recognise that this is our statutory duty under the counter terrorism and security act 2015. Please refer to the section of this policy- Preventing Radicalisation.

With regard to use of mobile telephones, photographs and camera recording in school, staff will:

- Give careful consideration as to how activities involving the taking of images are organised and undertaken.
- Take care to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the Internet.

Staff will not:

- Use their personal mobile phone, camera or video recorder in the presence of children either on school premises or when on outings.
- Use their personal mobile telephone, camera or video recorder to record classroom activities.
- Take photographs of children for their personal use.
- Display or distribute images of children unless they have consent to do so from parents/carers.
- Use images which may cause distress.
- Use mobile telephones to take images of children.
- Take images 'in secret', or taking images in situations that may be construed as being secretive including the use of covert cameras and phones.

With regard to photographs and video recording by parents/carers:

- Parents/carers are not permitted to take photographs or to make a video recording for anything other than their own personal use.
- When the school hosts an event where parents/carers are permitted to take photographs or videos, an announcement is made that any images taken must be for private use only and if they include others, they must not be put on the web/internet without their consent otherwise Data Protection legislation may be contravened.
- In instances where recording and/or photography is for anything other than for private use (for example for school fundraising), consent of all the other parents/carers whose children may be included in the images is sought. Those parents and carers known to the school and helping with an event, such as assisting with children dressing or changing, should not take photos or videos whilst assisting.

3. Supporting Children

- 3.1. We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.
- 3.2 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 3.3 We are aware of the additional vulnerabilities for Looked After Children (LAC) and those with SEND.
- 3.4 Our school will support all children and young people by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Notifying Social Care when a child attending the school is privately fostered.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Person at the pupil's new school immediately.
- Ensuring child protection files are transferred securely and a confirmation of receipt obtained from the receiving school.

4. Confidentiality

- 4.2 We recognise that all matters relating to child protection are confidential.
- 4.2 The Designated Safeguarding Lead/s will disclose personal information about a pupil to other members of staff on a need to know basis only.
- 4.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 4.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- 4.4.1 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Social Care/MASH on this point.
- 4.4.2 We will undertake no names consultations with the Locality Community Support Service (LCSS) to discuss concerns we may have, but we understand that if they then ask for a name we will disclose those details and it will become a referral.

5. Supporting Staff

- 5.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 5.2 We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead/s and to seek further support. This could be

provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.

- 5.3 In consultation with all staff, we have adopted a code of conduct for staff (Staff Handbook) at our school. This forms part of staff induction. We understand that staff should have access to advice on the boundaries of appropriate behaviour.
- 5.4 We recognise that our Designated Safeguarding Leads should have access to support and appropriate workshops, courses or meetings as organised by the Local Authority.

6. Allegations against staff

- 6.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 6.2 We understand that a child or young person may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- 6.3 The Headteacher on all such occasions will discuss the content of the allegation with the LADO (Local Authority Designated Officer) **before taking any action.** In our county contact should be made with Alison Beasley LADO (01865 815956), or Donna Crozier, Safeguarding Coordinator (01865 816382)
- 6.4 If staff have a safeguarding concern about adults in the school this should be made directly to the Headteacher.
- 6.5 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of the Board of Directors who will consult with the LADO, without notifying the Headteacher first.
 - 6.5.1 The school will follow the Local Authority procedures for managing allegations against staff. Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with above named professionals in making this decision.
 - 6.5.2 Our lettings agreement for other users requires that the organiser will follow Local Authority procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.
- 6.6 The school will follow the procedures for managing allegations against staff, as outlined in Keeping Children Safe in Education (September 2016)

It is noted that the provisions of the Education Act place a general duty on our school to provide for the welfare of children in our care and, as such, staff will adhere to other related school policies and guidance i.e. Whistleblowing, Behaviour and Discipline policy etc.

7. Whistleblowing

- 7.1 We recognise that children cannot be expected to raise concerns in an environment where staff fails to do so.
- 7.2.1 Our Whistleblowing Policy is readily available to all staff and volunteers. Staff are aware of the NSPCC Whistle Blowing Helpline (0800 028 0285).
- 7.3 All staff and volunteers should be aware of their duty to raise concerns about the attitude or actions of colleagues, including poor or unsafe practice and potential failures in the school's safeguarding regime. Appropriate advice will be sought from the LADO or Schools Safeguarding Team where necessary.
- 7.4 Whistleblowing regarding the Headteacher should be made to the Chair of the Board of Directors whose contact details are readily available to staff.

8. Physical Intervention/Positive Handling

- 8.1 Our policy on physical intervention/positive handling by staff is set out as a separate document and also as part of our Behaviour Policy. It complies with Local Authority Guidance, 'The Use of Force to Control or Restrain Pupils' 2010. Such events should be recorded and signed by a witness. Staff who are likely to need to use physical intervention should be appropriately trained.
- 8.2 We understand that physical intervention of a nature, which causes injury or distress to a child, may be considered under child protection or disciplinary procedures.

9. Special Educational Needs and Disabilities (SEND)

- 9.1 Children with SEN and disabilities (SEND) are more likely to be abused or neglected. Rush Common School maintains an SEN register which is monitored frequently (at least every term). Pupil voice is used as part of pupil profile reviews of SEND pupils. Every SEND pupil also has a named adult in school. We also acknowledge that SEND pupils may have additional barriers (poor communication, interaction, processing, social skills etc.) which may affect recognition of abuse.

10. Anti-Bullying

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying is a safeguarding matter that if left unresolved can become a child protection matter. Rush Common School will take seriously any bullying concerns and both investigate and take action to protect pupils where appropriate. We also acknowledge that there are different forms of peer on peer abuse, including different gender issues. Please refer to Rush Common's Managing Allegations Against other Pupils Policy (Peer or Peer abuse).

11. Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

12. Online Safety

Rush Common School has filtering systems in place and pro-actively monitors these systems. This may be particularly important for supporting the safety of vulnerable learners for example. Directors and senior leaders should ensure however that over blocking does not lead to unreasonable restrictions as to what children can be taught. Rush Common is aware of and uses UK Safer Internet website.

Please also refer to Rush Common's Mobile Phone Professional Practice Document for information on authorised and appropriate use of mobile phones.

13. Honour Based Violence

So-called "honour-based" violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM and forced marriage. All forms of HBV are abuse regardless of motivation. If in any doubt staff should speak to the DSL. If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures.

14. Private fostering

The definition of a private Fostering Arrangement is a child under 16 years old (or 18 years old if disabled) living away from his/her birth parents for longer than 28 days with a person who is not a parent of the child; someone who has parental responsibility for the child or a close relative of the child. For definition of "close relative" and further information please refer to Oxfordshire County Council Private Fostering Policy (August 2013).

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

15. Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection. Due to the day to day contact with children, staff in school are ideally placed to observe the outward signs of abuse. The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Include regular consultation with children e.g. through questionnaires, participation in anti-bullying week and asking the children to report whether they have had happy/sad lunchtimes/playtimes.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to secondary school.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- Report any inappropriate behaviour/activities or concerns they have about a child to the Designated Safeguarding Lead.

16. Preventing Radicalisation

The Counter Terrorism and Security Act (2015) and Keeping Children Safe in Education document (Sept 2016) places responsibility on schools and other agencies to ensure that they have due regard to the need to prevent people from being drawn into terrorism.

School has a duty to identify and report on any issues where someone may be identified as being drawn into terrorism or extremist views (violent or non-violent).

Rush Common uses the government produced Prevent and Safeguarding screening tool or self-assessment tool to help us decide if someone may be on the path to extremism. School will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Personal, Social and Health Education (PSHE) is used by staff in school to explore often sensitive issues around relationships and difficult situations. Prevent resources are used across the school to develop self-esteem, confidence and resilience in pupils.

All staff working in school have completed online Prevent awareness training (Chanel General Awareness) in order to be able to demonstrate a general understanding of the risks affecting children and young people.

Michelle Ainscough (DSL) has completed Local Authority WRAP (Workshop to raise awareness of prevent) training on 4th March 2016.

We work with social care, the police, health services and other services (including Oxfordshire Safeguarding Children's Board) to promote the welfare of children and protect them from harm.

Suitable filtering is in place in school to ensure that children are safe from terrorist and extremist material when assessing the internet.

The Chanel Panel is a key aspect in the work to prevent terrorism through supporting those who may be vulnerable to violent extremism. Chanel is about safeguarding individuals at risk.

We have clear procedures in place for protecting children at risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Even very young children might show signs of radicalisation. The Designated Safeguarding Lead can make a referral about any adult or child who school think may be vulnerable to being drawn into terrorism via the safeguarding team (MASH) or by calling the police on 101 for non-urgent concerns.

17. Health and Safety

Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use and when away from the school when undertaking school trips and visit

18. Related relevant documents

All staff at Rush Common have read:

- Keeping Children Safe in Education (Sept 2016) Part one
- Staff working directly with children must also read Annex A "Further Information"
- Rush Common's Code of Conduct (part of Staff Handbook)
- The Prevent Duty (June 2015)

- Whistle Blowing Policy
- Allegations Policy
- Managing Allegations Against other Pupils Policy (Peer or Peer Abuse)
- Mobile Phone PPD

Staff are asked to be familiar with “What to do if you’re worried a child is being abused” as it contains excellent examples of the different types of safeguarding issues.

19. Role of the Board of Directors

The Directors of Rush Common School undertake the regular review of safeguarding related policies and procedures that operate in our school. Directors have a crucial role in monitoring and challenging school staff on the effectiveness of safeguarding arrangements and will report to the Local Authority Safeguarding Team annually on these arrangements. All staff have a responsibility for action in cases of suspected child abuse. This document outlines the procedures which should be followed if any member of staff suspects a student is being abused, or if a disclosure is made.

Practical advice and guidance

Immediate action is required where there is suspicion of abuse, written records must be made at each stage of the process.

All verbal conversations should be promptly recorded in writing.

**All concern forms must be shared with the Designated Safeguarding Lead:
Michelle Ainscough- Head of Pupil Support & Welfare.**

Deputy Designated Safeguarding Leads:

Jacquie Stevenson – Headteacher

Emma Putt – Assistant Headteacher

Sue Bennett- BASC Manager

Eleanor Clear BASC Deputy DSL

All incident forms are kept in one single location in a locked cabinet in the Success Unit.

All staff are asked to be alert to possible physical or emotional problems being experienced by children and young people. Staff must adopt an “It could happen here” attitude.

If a pupil asks to speak to you about a problem do not promise confidentiality but explain that it may be necessary to consult a senior colleague.

Categories of Abuse

The table below outlines the four main categories of abuse as defined by the Department of Health 'Working Together to Safeguard Children' document 2015. (Full definitions can be found in this document) Staff should be aware that the possible indicators are not definitive and that some children may present these behaviours for reasons other than abuse.

Type of Abuse	Possible Indicators
<p>Neglect The persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairments of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide food, clothing and shelter; protect a child from physical and emotional harm or danger; ensure adequate supervision; ensure access to appropriate medical care or treatment.</p>	<p>Obvious signs of lack of care including: Problems with personal hygiene Constant hunger Inadequate clothing Emaciation Lateness or non-attendance at school Poor relationship with peers Untreated medical problems Compulsive stealing and scavenging Rocking, hair twisting, thumb sucking Running away Low self-esteem.</p>
<p>Physical Abuse May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child</p>	<p>Physical signs that do not tally with the given account of occurrence. Conflicting or unrealistic explanations of cause. Repeated injuries. Delay in reporting or seeking medical advice.</p>
<p>Sexual Abuse Forcing or enticing a child 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, penetrative or non-penetrative acts and also includes involving children in watching pornographic material or watching sexual acts.</p>	<p>Sudden changes in behaviour. Displays of affection which are sexual and age inappropriate. Tendency to cling or need constant reassurance. Tendency to cry easily. Regression to younger behaviour e.g. thumb sucking, acting like a baby. Unexplained gifts or money. Depression and withdrawal. Wetting/soiling day or night. Fear of undressing for PE.</p>
<p>Emotional Abuse The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p>	<p>Rejection. Isolation. Child being blamed for actions of adults. Child being used as carer for younger siblings. Affection and basic emotional care giving/warmth persistently absent or withheld.</p>

Child Sexual Exploitation (CSE) Statutory Definition

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Key facts about CSE

Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8. It affects both girls and boys and can happen in all communities.

Any person can be targeted but there are some particularly vulnerable groups: Looked after Children, Children Leaving Care and Children with Disabilities.

Victims of CSE may also be trafficked (locally, nationally and internationally).

Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.

Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

Good practice – Individuals:

- Recognise the symptoms and distinguish them from other forms of abuse
- Treat the child/young person as a victim of abuse
- Understand the perspective/behaviour of the child/young person and be patient with them
- Help the child/young person to recognise that they are being exploited
- Collate as much information as possible
- Share information with other agencies and seek advice / refer to Social Care.

Good practice – Organisations

- Ensure robust safeguarding policies and procedures are in place which covers CSE
- Promote and engage in effective multi-agency working to prevent abuse
- Work to help victims move out of exploitation
- Cooperate to enable successful investigations and prosecutions of perpetrators

Forced marriages (FM)

FM is now a specific offence under section 121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16th June 2014.

A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like their bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

FM is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they are pressured to do or not)

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. Teachers must personally report to the police a disclosure of FGM has been carried out, in addition to liaising with a DSL.

The Designated Safeguarding Lead (Michelle Ainscough) has completed Safeguarding Lead training on FGM (June 2015) provided by OSCB and is Rush Common's FGM Champion.

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. There is a mandatory duty on teachers to report disclosures of FGM, or when they discover that an act of FGM appears to have been carried out on a girl who is aged under 18, to the police. Staff should also discuss any such case with the designated safeguarding lead and involve children's social care as appropriate.

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about

- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

20. Dealing with safeguarding disclosures

Receive

Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelieve but take what is said seriously.

Reassure

Stay calm, no judgements, empathise. **Never make a promise that you can keep what a child has said a secret.** Give reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

React

React to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.

Don't ask leading questions - keep the open questions e.g. 'is there anything else you want to say?'

Do not criticise the perpetrator; the student may have affection for him/her.

Explain what you will do next – promptly inform Designated Safeguarding Lead, keep in contact.

Record

If possible make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time write down what was said as soon as you can.

Try to record what was actually said by the student rather than your interpretation of what they are telling you.

Record the date, time, place and any noticeable nonverbal behaviour.

Promptly share the concern in writing with a DSL.

Staff are required to record all concerns; discussions; and decisions in writing.

Report

Report the incident to a Designated Safeguarding Lead and do not tell any other adults or students what you have been told.

Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.

Record Keeping

The Designated Safeguarding Lead/s for child protection is responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place (located in the Success Unit). This means that the records will be a coherent factual record of the concerns that are stored on individual children in a clear chronological order.

All concern forms must be shared with a DSL and handed to Michelle Ainscough (DSL).

21. Review of this Policy

The Board of Directors will review this policy every year. It may however review this policy earlier than this if the government introduces new regulations, or if it receives recommendations on how this policy might be improved.

Approved by the Pupil Support and Welfare Committee of RCAT on 20th September 2016

Signed: R Parsonson (Chair of Board of Directors)

Signed: J Stevenson (Acting Headteacher)

Review date: September 2017