



# **Mont Nicolle School: Safeguarding Policy**

## **Autumn 2019**

This policy is one of a series in the schools' safeguarding portfolio. All school policies and procedures reference safeguarding, where appropriate.

This policy applies to all adults, including volunteers, working in or on behalf of the school. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.

Everyone working in or for our school shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

Mont Nicolle School is committed to safeguarding and promoting the welfare of all of its pupils. Each pupil's welfare is of paramount importance.

**UNCRC Article 19:** Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

### **Policy Principles:**

- the welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

**Policy aims**

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the schools' commitment with regard to child protection to pupils, parents and other partners
- To contribute to the schools' safeguarding portfolio

**We recognize that:**

- Some children may be especially vulnerable to abuse
- Children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging
- Children can be victims and perpetrators of abuse
- Children who harm others may have been abused themselves
- Allegations can be made against staff, however careful and safe our recruitment practices

This policy will be updated annually and known to everyone working in the school.

This policy is available on the schools' websites and is referenced in the staff handbook.

It will also be available to parents on request.

There will be an annual safeguarding audit questionnaire of safeguarding policy and practice (carried out by the Safeguarding Team).

**Named personnel with designated responsibility for Safeguarding**

Academic Year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead
2019-2020	Mrs. Lisa Paul	Mrs. Lisa Evans (undergoing Deputy DSL Training)

## Safeguarding Team

Chair	Team Members
Mrs. L Paul	Mrs. L. Paul (Child Protection - DSL, Health and Safety) Mr. M Dottore (Health & Safety) Miss R. Harrison (Digital Safeguarding) Mrs. C. Godfray (Wellbeing Facilitator) Mrs. J. Stannard (Records Management)

## **PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT**

### **Safer Recruitment and Selection**

The school pays full regard to the Education Department Policies and guidance on Safer Recruitment.

We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the Disclosure and Barring Service (DBS).

Safer recruitment means that applicants will:

- complete an application form online which includes their employment history and explains any gaps in that history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check for those engaged in Regulated Activity
- if offered employment, provide evidence of their right to work in Jersey
- be interviewed, if shortlisted.

The school and the central HR team will also:

- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- obtain references for all shortlisted candidates, including internal candidates
- carry out additional or alternative checks for applicants who have lived or worked outside the UK.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding policies and identification of their child protection training needs. All staff sign to confirm they know where to locate the relevant child protection policy and safeguarding policies and are aware of the content of these.

Newly appointed staff are assigned a mentor for the induction period. It is the responsibility of the mentors to familiarise new staff with procedures and policy, which affect the health and safety of all at school but especially the children.

The school only uses supply staff approved by the Education Department who have been through safer recruitment checks. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

### **Regulated Activity**

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity.

### **Volunteers and Work Experience Candidates**

Volunteers, including work experience candidates will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

### **Supervised volunteers**

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in

accordance with the Education Department's risk assessment process and statutory guidance.

### **Contractors**

The school checks the identity of all contractors working on site and requests DBS checks and barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.

### **Safe Practice**

Our school will comply with the current Guidance for Safer Working Practice for Adults who work with Children and Young People and ensure that information in this guidance regarding conduct, is known to all staff, visitors and volunteers who come into the school.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations that could be open to question
- discuss and/or take advice from school management over any incident which may give rise for concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of diversity issues;
- be aware of information-sharing and confidentiality policies;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

### **Helping children to keep themselves safe**

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education, through our focus on the school's Core Values, and 'sex and relationships' lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety.

Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber

bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have. They are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known.

### **Partnership with Parents**

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with MASH/Children's Services and/or the Police without parental knowledge (in accordance with the Education Department Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's safeguarding policy is available on the schools' websites.

### **Partnerships with others**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies that are partners of the Safeguarding Partnership Board and Education Department. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

### **School Training and Staff Induction**

The schools' designated safeguarding leads will undertake and organise child protection training for designated safeguarding leads and whole staff refresher training at three yearly intervals. All other school staff, including non-teaching staff, will undertake appropriate induction training and safeguarding/child protection training to enable them to carry out their responsibilities for safeguarding effectively, which will be updated regularly. All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with the school's safeguarding policy and informed of the school's safeguarding arrangements on induction.

## **Support, Advice and Guidance for Staff**

Staff will be supported by Lisa Paul, Lisa Evans, Rebecca Harrison or other members of the Safeguarding team.

Our Senior Adviser – Mrs Kate Sugden is also a port of support, advice and guidance.

## **Related School Policies**

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population.

## **Child Protection/Self Harm/Drugs**

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

There is a detailed Child Protection Policy in the school's policy folder which is in the staffroom. The Child Protection policy should be referred to by staff for more detailed information and guidance.

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

Please refer to the Child Protection Policy for further information and guidance. See also: Self Harm Policy; Drugs Policy; Intimate Care Policy.

## **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our Counter Bullying Policy and procedures. All pupils and parents are made aware of the procedures on joining

the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the headteacher and the SLT members involved will consider implementing child protection procedures.

### **E-Safety/Digital Safeguarding**

The school recognises that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. Despite the published age restrictions, our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, tumblr, Snapchat and Instagram.

Unfortunately, some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

The school's e-safety procedure explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology.

Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our child protection procedures.

Many pupils own or have access to hand-held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

Pupils are not permitted to use personal mobile devices during the school day. Pupils are asked to leave mobile phones with the office. Any child found using a mobile phone in school will have it removed by the member of staff until the end of the day and parents will be informed.

All staff receive e-safety training and the school's e-safety coordinator is Rebecca Harrison (CEOPs Ambassador). The Headteacher is also a CEOPs Ambassador.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful behaviour, which pupils are not allowed to access in school. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media.

Children and teachers are required to sign an AUP to use the internet at school.

Please refer to the E-Safety Policy (TBC) and Social Media Policy for further information and guidance.

### **Photography and Images**

Occasionally we may take photos of the children at school. We may use these images within classrooms, in corridors and in our school's information booklet or in other printed publications, as well as our website. We may also make video or webcam recordings of school events such as residential trips or assemblies.

Parents are asked to keep any photographs they take of their children in school to personal use only. Parents are reminded at each event that photographs of school children should not be uploaded to social networking sites, such as Facebook.

From time to time, our school may be visited by the media who will take photographs or video /film footage. Pupils will often appear in these images, which may be used in the J.E.P or on televised news programmes.

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- School photographs that are for use outside of school are anonymous unless specific permission has been received from parents.
- Parents are asked to sign a consent form upon entry to school stating whether they are happy for such photographs and videos to include their son or daughter. Conditions of use of photos and video footage are clearly stated on the back of the consent form. Teachers are informed of pupils who do not have parental consent.
- If outside agencies or companies are used to photograph or film pupils, a data processing agreement between the school and the individual is signed.
- The Fair Processing Statement is in the School Handbook and is published on the school website.

- Seek their consent for photographs to be taken or published (for e.g. on our website or in newspapers or publications)
- Use only the pupil's first name with an image
- Ensure pupils are appropriately dressed
- Encourage pupils to tell us if they are worried about any photographs that are taken of them

### **Attendance**

- Excellent attendance is expected of all children. If a child is absent without notification school has a policy of phoning home to ascertain each child's whereabouts. Where children on roll at a school do not turn up, and this school has made the usual enquiries they should refer the case to the EWO.
- The school works closely with the EWO whenever a child's attendance and punctuality causes concern. Positive measures are put in place to encourage children to attend regularly and punctually.
- For full details see Attendance Policy.

### **Children Missing Education (CME) and Children Missing from Education (CMfE)**

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The school will monitor unauthorised absence and take appropriate action including notifying our Education Welfare Officer, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

The school will refer all cases of concern to their Education Welfare Officer (EWO) or Safeguarding Lead at the Education Department.

Where parents inform our school that they wish to 'home educate' their child, they must contact the Education Department directly and follow their policy before this can be agreed.

### **Behaviour**

Good behaviour is essential in any community and at Mont Nicolle School we have high expectations for this. We aim to promote positive behaviour in accordance with our positive behaviour policy.

All staff need to recognise that children suffering from abuse, or where abuse has happened historically, may have challenging behaviour at times which they must be supported with.

All staff have access to training and support from our Behaviour Support Team and internal training as required.

Please refer to the Positive Behaviour Policy for further information and guidance.

### **First Aid**

The school has one, paid member of staff who oversees First Aid. In addition, there are many trained members of staff who volunteer to support where necessary and appropriate. There are a number of first aid kits situated around school. Each class has a First Aid cupboard, labelled with a white cross on a green background. Inside, gloves and plasters are kept. The cupboard door also lists medical information for the pupils in that class. When a child is seriously unwell, or has suffered an accident in school or on the playground, there is a protocol for staff to follow:

- a trained first aider is consulted
- the incident is logged in the accident book
- for head injuries a Head Note is issued and parents contacted
- if there is any doubt at all a parent is contacted
- if an injury requires Accident and Emergency treatment an online accident form is completed and sent to the Education Department.
- only trained members of staff can use the defibrillator, located in the school entrance.
- Only trained members of staff can administer medication as part of a child's care plan- currently this includes auto-injector pens (EpiPen), diabetic medication, and catheterisation/washouts.

### **Racial tolerance and Equal Opportunities**

The school will work hard to promote equality and harmony by preventing and challenging racism or other intolerance. Promoting equality is promoted through our Core Values and in our RE and PSHE curriculum, as well as through assemblies. The children take part in discussions designed to raise awareness and address prejudices. At Mont Nicolle School we promote inclusion and there being 'No Outsiders'.

Please refer to the Equal Opportunities Policy for further information and guidance.

### **School Security**

Mont Nicolle School provides a safe and secure environment for pupils and staff to work in. However, the school is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- External gates remain locked throughout the day except at the start and end of each day
- Playground gates are closed during playtime and lunchtime
- The main entrance is locked and accessed via buzzed entry during the day.
- Visitors and volunteers must only enter through the main entrance and after signing in at the office
- Children will only be allowed home with adults with parental responsibility or confirmed permission
- Children should never be allowed to leave school alone during school hours
- Staff should store valuables in their classroom or the staffroom
- Staff should challenge unidentified / unknown people on school premises
- Adults and parents visiting the school should use staff toilets only and not children's toilets. Staff will be vigilant in monitoring this.
- Staff are responsible for locking doors and securing windows in their classroom at the end of the school day
- Should a child leave the school premises without permission, then the SLT must be informed immediately. Parents will then be informed of the incident and the police if necessary.
- For more information see Health and Safety Policy and Lone Worker Policy.

### **School trips**

Pupils may be taken out on visits to enhance their learning. These trips are carefully planned for to minimise risk and safeguard our pupils. Detailed advice on trips is contained within the Minibus Policy and the Educational Visits Policy.

### **Traveling to and from school**

Some older pupils walk or cycle from school unaccompanied by a parent or carer. If this is the case a letter must be written by the parent to the school explaining this. Pupils cycling to school must hold the Cycling Proficiency certificate.

### **Welcoming visitors**

It is assumed that visitors with a professional role i.e. the School Nurse or members of the police already have relevant clearance but the office will always check this before admittance is granted and check on this where necessary before access is granted.

Any visitors to the building must be signed in and out of the school building at the office using PassTab and have a visitor badge/sticker.

They should enter the school building by the main entrance only.

All contractors are required to sign the Property LogBook, in accordance with JPH guidelines.

### **Whistleblowing**

If members of staff ever have any concerns about people working, paid or unpaid, they have a professional duty to inform the management accordingly. This can be done in writing or verbally, but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. See Compliments, Complaints and Concerns Policy 2015 and Education Department Whistleblowing Policy.

### **Extended School and Off-Site Arrangements**

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures. When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective safeguarding arrangements are in place.

### **Confidentiality and Data Protection**

The school will operate with regard to Data Protection (Jersey) Law 2018 and follow current Education Department policy.

- "Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration." This may involve sharing information with the police and social care.
- All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

- Staff should only discuss concerns with the designated senior person, headteacher or Deputy Designated Lead (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.
- Any member of staff can contact the MASH team if they are concerned about a child.

### **Pupil Information**

The Education Department's record-keeping procedures and Data protection Policy are followed at all times. The school is open about how we use pupil information in our Fair Processing Statement. This is regularly updated.

In order to keep children safe and provide appropriate care for them, our school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those, which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a child protection or care plan
- name and contact detail of G.P.
- any medical information (allergies, medication etc)
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information.

All child protection documents will be retained in a confidential 'Child Protection' file (colour RED), separate but with the child's main file. The main file will clearly show an alert that a child protection file exists. These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection IN PERSON (where possible) by the Designated Lead or Deputy and a face-to-face meeting/phone conversation will be held.

## **Roles and Responsibilities**

Our Headteacher will ensure that:

- The policies and procedures adopted by the school are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated person and the deputy to carry out their roles effectively including the assessment of pupils and attendance of strategy discussions and other necessary meetings; for e.g. child protection conferences and core group meetings;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the Education Department Whistle Blowing Policy;
- All pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves online;
- They have completed Safer Recruitment training;
- The Education Department's procedure for managing allegations against staff is known to staff;
- Operate the procedure for managing allegations effectively and refer relevant concerns to the Education Department's Designated Safeguarding Lead;
- That anyone who has harmed or may pose a risk to a child is referred to the DBS;
- A deputy senior manager is appointed to deal with allegations against staff in the absence of the head teacher.

## **Senior Members of Staff with Designated Responsibility for Child**

### **Protection will: Referrals**

- Refer cases of suspected abuse or allegations to MASH and maintain a record of all referrals;
- Act as a source of support, advice and expertise within the school and have access to the latest guidance from the Education Department and Safeguarding Partnership Board.
- Liaise with the Headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role;

### **Training for staff**

- Recognise how to identify signs of abuse and know when it is appropriate to make a referral;
- Have knowledge of the escalation policy, the Education Department's Designated Safeguarding Lead, conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's Safeguarding Policy;
- Ensure that all staff have induction and refresher training;
- Keep detailed, accurate and secure written records;
- Obtain access to resources and attend any relevant or refresher training courses every three years.

### **Raising Awareness**

- Ensure the Safeguarding Policy is updated and reviewed annually and work with the Headteacher regarding this;
- Ensure parents are made aware of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Where a child leaves the establishment, ensure the child protection file is transferred to the new establishment and meet/speak to the new Designated Lead ASAP, as well as ensuring the pupil's social worker is informed.
- Update and maintain the Safeguarding Audit Tool to monitor and develop practice.

All staff and volunteers will:

Fully comply with the school's policies and procedures, attend appropriate training and inform the designated safeguarding lead of any concerns.

## **Appendix 1**

### **Definitions**

As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caretakers)
- ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

## Domestic Abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes any emotional, physical, sexual, financial or psychological abuse. It can happen in any relationship, and even after the relationship has ended. Both men and women can be abused or abusers.

Witnessing domestic abuse is really distressing and scary for a child, and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- see the abuse
- hear it from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse.

Domestic abuse can happen in any relationship, and it affects young people too. They may not realise that what's happening is abuse. Even if they do, they might not tell anyone about it because they're scared of what will happen, or ashamed about what people will think.

Lisa Paul October 2019  
Review Date October 2020



**In order for this concern to be acknowledged, this form must be countersigned in your presence**

<b>Date</b>	
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Further guidance can be found in the Safeguarding and Child Protection Policy Guidelines. If a MASH referral is required, please contact 519000
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Appendix 3: Chronology of Safeguarding Concerns

**Education Department**  
**Safeguarding Children: Record and Chronology**



**Details of the Child or Young Person for whom there are concerns**

<b>Name</b>			
<b>Date of Birth</b>			
<b>School</b>		<b>Unique Pupil Number (UPN)</b>	

**Relevant and / or significant information relating to the child or young person for whom you have concerns**

<b>Date</b>	<b>Print name</b>	<b>Chronology of Events / Relevant or Additional Provisions in Place / Referrals</b> <i>Record any actions to meet safeguarding needs</i>

*Insert new rows as required*

**Details of Concern(s)**

**Concern 1**

***Date and nature of safeguarding concern: e.g. physical/emotional presentation, change of evident behaviour, information received:***

<b>Date:</b>	<b>Time:</b>	<b>Name of person reporting concern;</b> <i>Example - child, class teacher, lunch time supervisor, music teacher, parent</i>	
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***Give details of concern - example: discussion with parent, consultation with DSO or MASH and outcomes:***

<i>Voice of the Child – example: Did the child say anything and if so, what did they say?</i>	
<b>Name:</b>	<b>Designation</b>

<b>Concern 2</b>			
<i>Date and nature of safeguarding concern: e.g. physical/emotional presentation, change of evident behaviour, information received</i>			
Date	Time	Name of person reporting concern: <i>Example - child, class teacher, lunch time supervisor, music teacher, parent</i>	
<b>Give details of concern - example: discussion with parent, consultation with DSO or MASH and outcomes:</b>			
<i>Voice of the Child – example: Did the child say anything and if so, what did they say?</i>			
<b>Actions taken</b>		<b>Outcomes</b>	
<b>Name:</b>		<b>Designation:</b>	

<b>Concern 3</b>			
<i>Date and nature of safeguarding concern: e.g. physical/emotional presentation, change of evident behaviour, information received</i>			
Date	Time	Name of person reporting concern: <i>Example - child, class teacher, lunch time supervisor, music teacher, parent</i>	
<b>Give details of concern - example: discussion with parent, consultation with DSO or MASH and outcomes:</b>			
<i>Voice of the Child – example: Did the child say anything and if so, what did they say?</i>			

<b>Actions taken</b>	<b>Outcomes</b>
<b>Name:</b>	<b>Designation:</b>

<b>Concern 4</b>			
<i>Date and nature of safeguarding concern: e.g. physical/emotional presentation, change of evident behaviour, information received</i>			
Date	Time	Name of person reporting concern: <i>Example - child, class teacher, lunch time supervisor, music teacher, parent</i>	
<b>Give details of concern - example: discussion with parent, consultation with DSO or MASH and outcomes:</b>			
<i>Voice of the Child – example: Did the child say anything and if so, what did they say?</i>			
<b>Actions taken</b>		<b>Outcomes</b>	
<b>Name:</b>		<b>Designation:</b>	

**Education Department**



**Referral Safeguarding Concern Form for Designated Safeguarding Officer (DSO)**

<b>About the person raising the concern</b>	
<b>Date of Initial Concern</b>	
<b>Name and designation of person raising the concern</b>	
<b>School/College contact details</b>	

<b>About the child or young person for whom you have concerns</b>			
<b>Name of Child/Young Person for whom there are concerns</b>		<b>UPN Unique Pupil Number</b>	
<b>Name of Child/Young Person's Parent/ Carer or Other?</b> <i>Please specify</i>			
<b>Contact details for adult with parental responsibility (PR)</b>			

<b>Is the Child/Young Person aware that you are escalating a concern?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Is the next of kin aware that you are escalating a concern?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Is the Child Looked After?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Does the Child have a CP Plan?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>

<b>Have you completed and sent a MASH Enquiry Form?</b> Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>If YES, you DO NOT need to complete the next section, but attach your MASH Enquiry Form with this referral</b>

**What is your concern?**

*Please note that the boxes will expand automatically to accommodate the length of your statement*

**Which other agencies are involved and what is their role?**

**In your opinion, does your concern meet Children’s Multi-Agency Safeguarding thresholds?**

Yes  No

**Add here any specific information that may be relevant**

**Have you contacted the Designated Safeguarding Officer at the ED to discuss your concern**

Yes  Date of Contact:

**TO BE COMPLETED BY: Designated Safeguarding, Education Department**

**Outcomes**

- 1. MASH Enquiry Yes
- 2. MASH Rejected Yes
- 3. MASH Referral to CIRT Yes
- 4. Referral Early Help Yes
- 5. MASH Referral Child in Need Yes
- 6. Referred Health Visitor / School Nurse Yes
- 7. Referral to other agency Yes
- 8. Other

**File Notes:**



