

Child Protection and Safeguarding Policy 2016-17

St John Plessington Catholic College

Date of publication	Sep-16
Date of review	Sep-17 and annually thereafter
Designated person	Colette Singleton
Designated person	Peadar McLoughlin
Designated person	Alison Lock
Deputy Head Teacher	Simon Rylance
Head Teacher	Tom Quinn
Nominated Governor	Tom Quinn

Contents

Child Protection Policy	4
Introduction	4
Child protection statement	4
Policy principles	4
Context – The Education Act 2002.....	5
Key personnel.....	5
Roles and responsibilities	5
Good practice guidelines	6
Abuse of trust.....	7
Children who may be particularly vulnerable	7
Support for those involved in a child protection issue	7
Complaints procedure	8
If you have concerns about a colleague	8
Staff who are the subject of an allegation	8
Staff training	8
Safer recruitment.....	8
Extended school and off-site arrangements.....	9
Photography and images.....	9
Child protection procedures.....	10
Recognising abuse	10
Physical abuse	10
Emotional abuse	10
Sexual abuse	10
Neglect.....	10
Bullying	11
Indicators of abuse – what you might see.....	11
Impact of abuse	12
Taking action.....	12
If you suspect a pupil is at risk of harm	12
Self-Harm.....	13
Identifying Self-Harm	13
Sexual Exploitation.....	14
Female Genital Mutilation	15
Definition.....	15
Signs and Indicators	16
If a pupil discloses to you.....	16
Reporting directly to child protection agencies	18
Preventing Radicalisation.....	19
Roles and Responsibilities	20
Allegations Against Staff.....	23
Attendance.....	24
Appendix 1 Code of ethical practice for school staff.....	25
Appendix 2 Whistleblowing code for issues relating to children and young people	26
Appendix 3 Visiting staff child protection information leaflet	29
Appendix 4 Reporting a concern flowchart	30
Appendix 5 School welfare concern form	31
Body Map	31
Appendix 7 Essential Contacts	33
Appendix 8 Incident Form to be used when a Young Person Self-Harms	34
Appendix 9 Letter to Parents Following Meeting About Self-Harm	35
Appendix 10 Information Sheet for Young People on Self-Harm.....	36
Appendix 11 Fact Sheet for Parents/Carers on Self-Harm	37
Appendix 12 Model process for managing self-harm in schools (not in need of urgent medical treatment & return to school)	39
Appendix 13 Model Process for Managing Self-Harm in Schools in a Crisis Situation.....	40

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings	41
Appendix 15 Policy - Drugs Education & Drugs Related Incidents Policy	Pages 1-16
Appendix 16 Document - Keeping Children Safe in Education (Part 1)	Pages 1-75
Appendix 17 Document - Schools Prevent Duty DfE Advice Pages	Pages 1-11
eSafety Policy	Pages 1-26
Introduction	Page 2
1. Rationale	Page 2
2. Key Personnel	Page 3
3. Scope of Policy	Page 3
4. Roles and Responsibilities	Page 4
5. Policy Statements	Page 6
➤ Education and Training	Page 6
➤ Technical	Page 8
➤ Curriculum	Page 8
➤ Use of Digital and Video Images	Page 9
➤ Data Protection	Page 10
➤ Unsuitable/Inappropriate Activities	Page 10
➤ Responding to Incidents of Misuse	Page 11
Appendix A – Examples of eSafety concerns	Page 12
Appendix B – Reporting and Recording eSafety concerns	Page 13
Appendix C – Responding to Incidents of Misuse (Flowchart)	Page 15
Appendix D – Student Acceptable Use Policy Agreement	Page 16
Appendix E – Staff Acceptable Use Policy Agreement	Page 18
Appendix F – Legislation	Page 20
Appendix G – Links to eSafety Documents and Organisations	Page 23
Appendix H – Policy on the Use of Social Working Networks	Page 24
Appendix I – eSafety Briefing for Parents	Page 25

Child Protection Policy

Introduction

This policy is one of a series in the school's integrated safeguarding portfolio. Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review
- policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in this policy apply to all staff and governors and are consistent with those of the local safeguarding children board (LSCB).

Policy principles

- 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 school's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Context – The Education Act 2002

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

Key personnel

- The designated person for child protection (Yr 7 8 9) is: Colette Singleton
- Contact details: Ext 201 (Mobile number available from reception)
- The designated person for child protection (Yr 10 11) is: Peadar McLoughlin
- Contact details: Ext 132 (Mobile number available from reception)
- The designated person for child protection (Yr 12 13) is: Alison Lock
- Contact details: Ext 155 (Mobile number available from reception)
- Deputy – Sandy Skillen (in absence of CS/ AL)
- **The head teacher is:** Tom Quinn / Simon Rylance
- Contact details: via Helen Caul Ext 102

Roles and responsibilities

All schools must nominate a senior member of staff to coordinate child protection arrangements. The local authority maintains a list of all designated senior persons (CP officers) for child protection.

Both CS and AL:

- are appropriately trained
- act as a source of support and expertise to the school community
- have an understanding of LSCB procedures
- keep written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refer cases of suspected abuse to children's social care or police as appropriate
- notify children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensure that when a pupil with a child protection plan leaves the school, their information is passed to their new school and the pupil's social worker is informed
- attend and/or contributes to child protection conferences
- coordinate the school's contribution to child protection plans
- develop effective links with relevant statutory and voluntary agencies
- ensure that all staff sign to indicate that they have read and understood the child protection policy
- ensure that the child protection policy is updated annually
- liaise with the nominated governor and head teacher (where the role is not carried out by the head teacher) as appropriate

- keep a record of staff attendance at child protection training
- make the child protection policy available to parents.

The governing body ensures that the school has:

- Trained officer (s) for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- a child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head Teacher
- safer recruitment procedures that include the requirement for appropriate checks
- a training strategy that ensures all staff, including the Head Teacher, receive child protection training, with refresher training at three-yearly intervals. The CP officer(s) should receive refresher training at two-yearly intervals
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection via induction processes and leaflets given to supply staff.

The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Head Teacher.

An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

The Head Teacher:

- ensures that the child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the CP Officer(s) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures
- ensures that pupils' safety and welfare is addressed through the curriculum.

Good practice guidelines

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice.

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing

- asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

Abuse of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The school's Code of Ethical Practice sets out our expectations of staff (see: appendix 1).

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, and 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
- living in a domestic abuse situation
- affected by parental substance misuse
- 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 or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact.
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, using sarcasm or humiliation as a form of control, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the head teacher and governors. Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code (appendix 2) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the head teacher. Complaints about the head teacher should be reported to the chair of governors.

Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the head teacher. Allegations against the head teacher should be reported to the chair of governors.

The full procedures for dealing with allegations against staff can be found in Safeguarding Children and Safer Recruitment in Education (pp57-67). Further information is contained in the school's disciplinary procedures

Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and governors will receive training during their induction. All staff, including the head teacher (unless the head teacher is the DP) and governors will receive training that is updated at least every three years and the CP officer(s) will receive training updated at least every two years, including training in inter-agency procedures. Supply staff and other visiting staff will be given the school's Visiting Staff Leaflet (see: appendix 3).

Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Safeguarding Children and Safer Recruitment in Education (pp20-54) together with the local authority and the school's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form
- 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

- be checked through the Criminal Records Bureau as appropriate to their role and be registered with the Independent Safeguarding Authority (from 2010 onwards)
- be interviewed.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs. All staff sign to confirm they have received a copy of the pack of Safeguarding policies (please fill in sheet attached to this policy)

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own child protection 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.

Photography and images

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:

- seek parental consent (asking parents to 'opt out' if necessary)
- 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.

eSafety

Most of our pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep pupils safe in school. We always insist that mobile phones are switched off by pupils in school. Our IT technicians constantly monitor our internet use in school and flag up any areas of concerns to senior staff.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and we have produced a short factsheet to help parents and pupils understand the possible risks. This can be found in the Safeguarding Information for Parents Booklet on the school website.

Our full eSafety policy follows the Child Protection Policy in the SJP Safeguarding Pack.

Child protection procedures

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

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 fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting 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, although it may occur alone.

Sexual abuse

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 (for example, rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; 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.

Definitions taken from Working Together to Safeguard Children (HM Government, 2006).

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.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents have access to a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health and citizenship education (PSHCE) curriculum.

Indicators of abuse – what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, **it is your responsibility to report your concerns**. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.
- going missing for periods of time
- disengagement from education
- appearing with new possession/unexplained gifts – jewellery, phone or money
- changes in mood/temperament
- the family comes from a community that is known to practice FGM, especially if there are elderly women present in the extended family
- a girl/young woman may spend time out of the classroom or from other activities, with bladder or menstrual problems
- a long absence from school or in the school holidays could be an indication that a girl/young woman has recently undergone an FGM procedure, particularly if there are

behavioural changes on her return (this may also be due to a forced marriage – (See Safeguarding Children and Young People from Forced Marriage Procedure)

- A girl/young woman requiring to be excused from physical exercise lessons without the support of her GP
- A girl/young woman may ask for help, either directly or indirectly
- A girl/young woman who is suffering emotional/psychological effects of undergoing FGM, for example withdrawal or depression

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the CP officer to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Key points to remember for taking action are:

- report your concern to the CP officer by the end of the day(CS and CV timetables are available on the staff room noticeboard for reference)
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

Appendix 4 provides a flowchart for reporting a concern.

If you suspect a pupil is at risk of harm

There will be occasions when you suspect that a pupil may be at risk, but you have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the pupil if they are OK or if you can help in any way.

Use the welfare concern form (see: appendix 5) to record these early concerns – this will be given to you by the child protection officer when you discuss the issues with them. If the pupil does begin to reveal that they are being harmed you should follow the advice in the section 'If a pupil discloses to you'.

If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

Self-Harm

The last 10 years has seen a significant increase in awareness and disclosure surrounding self-harm. The following pages (and linked appendices) demonstrate SJP's awareness of this.

Identifying Self-Harm

There are several ways in which a staff member may discover that a pupil is self-harming. A staff member may witness or be informed of pupil self-harm by the pupil themselves or a friend. A staff member may suspect a pupil has self-harmed which may be in need of immediate medical attention, or may be recent or historical. A pupil might self-disclose self-harm, recent or previous, or a friend may disclose information. A pupil may disclose thoughts of self-harm or a friend may disclose this.

Signs and symptoms are sometimes absent or easy to miss. It is not uncommon for individuals who self-harm to offer stories which seem implausible or which may explain one, but not all, physical signs. If a pupil says they are not self-harming or evades the question, you can keep the door open by reminding them that you are always available to talk to about anything, should they so wish. Try and stay connected to the pupil and look for other opportunities to ask, particularly if there are continuing signs that your suspicion is correct.

Below is a non-exhaustive list of some of the behaviours that some people might consider to be self-harm:

- Scratching or picking skin
- Cutting body
- Tying something around body
- Inserting things into body
- Scouring/scrubbing body excessively
- Hitting, punching self
- Pulling out hair
- Over/under eating
- Excessive drinking of alcohol
- Taking non prescriptive drugs
- Burning or scalding body
- Hitting walls with head
- Taking an overdose or swallowing something dangerous
- Self-strangulation
- Risky behaviours such as running into the road

Multi Agency Guidelines for Professionals Working with Children and Young People Who Self-Harm, January 2012.

As most self-harm is privately or secretly carried out it can be hard to notice that a young person is self-harming but some signs to look out for are:

- Changes in clothing to cover parts of the body, e.g. wearing long sleeved tops
- Reluctance to participate in previously enjoyed physical activities, particularly those that involve wearing shorts or swimsuits, for example
- Changes in eating and/or sleeping habits
- Changes in consumption of drugs/alcohol
- Changes in levels of activity or mood
- Increasing isolation from friends/family

Multi Agency Guidelines for Professionals Working with Children and Young People Who Self-Harm, January 2012.

Sexual Exploitation

Sexual exploitation involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (eg food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the performing and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition: for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvements in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Research carried out has concluded that Sexual exploitation tends to be a hidden activity, more likely to occur in private residence than on the streets.

Sexual exploitation tends to fall into three main categories:

1. Inappropriate relationships
2. Boyfriend/Peer exploitation
3. Organised/networked sexual exploitation or trafficking

Organised sexual exploitation/trafficking is the most complex form of exploitation and therefore considered a very high risk but the other forms can expose a person to extreme levels of intimidation and/or physical and/or sexual violence.

Perpetrators do not always engage in sexual activity themselves but may be arranging for others to do so. Under the Sexual Offences Act 2003 this is defined as trafficking within the UK and is increasing.

Tell-tale signs

- Going missing for periods of time
- Returning home late
- Disengagement from education
- Appearing with new possessions/unexplained gifts e.g. jewellery, phones, money with no plausible explanation
- Association with peers also involved
- Sexual health issues eg inappropriate sexual behaviour
- Changes in mood/temperament
- Drug/alcohol misuse
- Over familiarity with strangers
- Sending sexualised images over internet or mobile phones
- Involvement in exploitative relationships or association with 'risky' adults

Most at risk

ANY child or young person can be exploited regardless of gender, age or background. Research, however, shows that certain factors can increase vulnerability. These include domestic violence, disrupted family life, poor mental health for child/in family, parenting issues, drug/alcohol misuse.

Vulnerability can increase for children in care, those excluded from school and those with drug/alcohol issues.

As there is no system nationally at present for recording cases and also because of the hidden nature of sexual exploitation, it is difficult to say how many children/young people are being sexually exploited in the UK although a recent survey listed 2,894 cases during 2009. This number does not include many more not identified or not identifying themselves as a being a victim and has risen dramatically since that time.

What to do

If you have a child in school who displays any of the tell-tale signs or any other behaviours/disclosures that give you cause for concern, please report these to Colette Singleton/Peadar McLoughlin/Alison Lock.

If you require any further information or clarification regarding sexual exploitation, Sandy Skillen will answer any questions you may have. She is the named link with the outside agencies dealing with such cases.

(Research and figures taken from 'Puppet on a string' published by Barnardo's)

Female Genital Mutilation

Definition

The World Health Organisation (WHO) states that female genital mutilation (FGM) 'comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons' (WHO, 2008). FGM is also known as female circumcision, but this is incorrect as circumcision means 'to cut' and 'around' (Latin), and it is quite dissimilar to the male procedure. It can also be known as female genital cutting. The Somali term is 'Gudnin' and in Sudanese it is 'Tahur'. FGM is not like male circumcision. It is very harmful and can cause long-term mental and physical suffering, menstrual and sexual problems, difficulty in giving birth, infertility and even death. The average age for FGM to be carried out is about 14 years old. However it can vary from soon after birth, up until adulthood.

Prevalence

FGM is much more common than most people realise. In 2004 it was estimated that there were approximately 80,000 girls and women in the UK who have undergone genital mutilation and a further 7,000 girls under 17 were at risk (Department of Health). Current figures are unknown as although there has been a rise in immigration to the UK during this period since 2004, educational programmes against FGM may have had an impact on reducing incidence.

A study by FORWARD estimated prevalence of FGM in England and Wales as at least 66,000 in 2001 with 24,000 girls under the age of 15 being at risk (Dorkenoo, 2007). One study (Williams et al, 1998) found that 70% of unmarried Somali girls aged 16-22 living in London had experienced FGM, and that the vast majority of those had it carried out before arriving in the UK.

Signs and Indicators

Some indications that FGM may have taken place include:

- The family comes from a community that is known to practice FGM, especially if there are elderly women present in the extended family;
- A girl/young woman may spend time out of the classroom or from other activities, with bladder or menstrual problems;
- A long absence from school or in the school holidays could be an indication that a girl/young woman has recently undergone an FGM procedure, particularly if there are behavioural changes on her return (this may also be due to a forced marriage - (see [Safeguarding Children and Young People from Forced Marriage Procedure](#));
- A girl/young woman requiring to be excused from physical exercise lessons without the support of her GP;
- A girl/young woman may ask for help, either directly or indirectly;
- A girl/young woman who is suffering emotional/psychological effects of undergoing FGM, for example withdrawal or depression;
- Midwives and obstetricians may become aware that FGM has taken place when treating a pregnant woman/young woman.

Some indications that FGM may be about to take place include:

- A conversation with a girl/young woman where they may refer to FGM, either in relation to themselves or another female family member or friend;
- A girl/young woman requesting help to prevent it happening;
- A girl/young woman expressing anxiety about a 'special procedure' or a 'special occasion' which may include discussion of a holiday to their country of origin;
- A boy may also indicate some concern about his sister or other female relative.

Any suspicions that staff may have surrounding this area should be brought directly to the safeguarding officers as with any other case of a safeguarding nature.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the pupil:

- Allow them to speak freely.
- Remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the pupil.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this.

- At an appropriate time tell the pupil that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the pupil what will happen next. The pupil may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.

A record of concern form is provided in appendix 5.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the CP officer will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children's social care.

Referral to children's social care

The CP officer will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary.

However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Confidentiality and sharing information

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 person**, Head Teacher or Chair of Governors (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.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they should refer the request to the Head Teacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy.

However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated senior person, their deputy, the Head Teacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety.

Related safeguarding portfolio policies

Complaints procedure

Anti-bullying

Whistleblowing

SEND

Behaviour policy (rewards and sanctions)

Safer recruitment

Grievance and disciplinary policy

Preventing Radicalisation

The following section on Preventing Radicalisation is part of our commitment to keeping our pupils safe through our Safeguarding Policies. Since the Education and Inspections Act 2006 schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act 2015 which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of our work at SJP, and we believe protecting them from extremism is one aspect of that.

Ethos

At SJP, we ensure that through our college vision, values, relationships and small group teaching we promote tolerance and respect for all cultures, faiths and lifestyles. We also ensure that ethos is reflected and implemented effectively through College policy and practice and that there is an effective suite of safeguarding policies in place to safeguard and promote pupils' welfare.

We have a duty to prepare our pupils for life in modern Britain and to keep them safe. Everyone at SJP has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act 2015
- Keeping Children Safe in Education 2015
- Prevent Duty Guidance 2015
- Working Together to Safeguard Children 2015

Non-statutory Guidance

Promoting fundamental British values as part of SMSC in schools: DfE Departmental advice for maintained schools 2014

Related Policies

- E-Safety and Internet use Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Equality Opportunities Policy
- Code of Conduct and Personal Behaviour Policy (Staff)
- Whistle-blowing Policy

Definitions

Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Roles and Responsibilities

Role of the Governing Body and Head Teacher

It is the role of the Management Committee to ensure that the college meets its statutory duties with regard to preventing radicalisation.

Role of the Headteacher

It is the role of the Headteacher to:

- ensure that the college and its staff respond to preventing radicalisation on a day-to-day basis
- ensure that the college's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

Role of Designated Safeguarding Lead (C Singleton / P McLoughlin / A Lock)

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the Head Teacher on these matters

Role of staff

It is the role of staff to understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. Teaching the college's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used at our college blocks inappropriate content, including extremist content.

Where staff, pupils or visitors find unblocked extremist content they must report it to a senior member of staff. Our e safety policy clearly sets out graduated response to such instances.

We are aware that children and young people have access to unfiltered internet when using their mobile phones; our policy at SJP where students switch off mobiles at the start of the day ensures this does not happen. We also advise parents regularly via website and newsletters on the dangers online, as well as introducing Year 7 to such issues via PSHE and 'Healthy Lifestyles' Days.

Staff Training

Staff will be given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of safeguarding training.

Safer Recruitment

We ensure that the staff we appoint to the college are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education 2015. Vetting and barring checks are undertaken on relevant people, including the Management Committee and volunteers.

Visitors

Visitors to the college are made aware of our safeguarding and child protection policies on arrival at the college and are given information about what to do if they are concerned about any aspect of child welfare.

We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present.

Staff must not invite speakers into college without first obtaining permission from the Headteacher.

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside college
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour • online searches or sharing extremist messages or social profiles

- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Referral Process

Staff and visitors to the college must refer all concerns about pupils who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the Headteacher will make a referral to the appropriate body.

Allegations Against Staff

Allegations against Staff

At SJP, we take our safeguarding responsibilities towards our staff and young people seriously. We follow Wirral Safeguarding Children Board's guidance in all areas of safeguarding.

If an allegation has been made or a concern raised about your behaviour in relation to children or young people, further information is needed to understand what has happened .

In this situation, as in any other situation with regards to child protection , **it is essential that you do not discuss this with anyone else, but simply report it to Mrs Lock/ Mrs Singleton / Mr McLoughin as soon as possible .**

Further information can be found in the safeguarding policy and online at <http://wirrallscb.proceduresonline.com>, where you can access the information leaflet entitled 'What happens when an allegation has been made about you ?'.

Attendance

Regular attendance at College is expected. The reasons for this are obvious: pupils learn best and receive most from College when they are actually there. This issue is highlighted regularly in the Parent Handbook, the weekly College newsletter and is featured on the Partnership Agreement. Full attendance is rewarded. Pupils falling below 96% are placed on the attendance strategy by the HOL to improve attendance by putting support measures in place.

The College will not authorise holidays in term-time unless there are exceptional circumstances. The College also requests that as far as possible medical and dental appointments are made out of College hours. KS3 pupils will always need to be collected by parents for such appointments.

The College has invested in 'Keep Kids Safe'. Each morning any pupils absent will receive an automated phone call requesting parents / carers to provide a reason for the absence. The College also has an on-site Attendance Officer who works closely with the Pastoral Teams.

In cases of truancy or when serious concern about absence arises within College, the Education Social Care Department will be contacted by the College. This facility is also available for parents to use themselves. Attendance policy is formulated via a 'staged approach' with letters, panel meetings, HOL meetings and ESW intervention.

Registration Procedures for Staff - Statutory Sessions

Class teachers take the morning register at the start of Period 1. Form Tutors take the afternoon register at the start of Academic Review.

All staff take the register electronically using Lesson Register in SIMS. Staff mark pupils PRESENT OR ABSENT. No blanks should be

left as the register is being taken. It is good practice to stand when you take the register, ask pupils to respond 'Yes Miss' or 'Yes Sir'. Finally, it is good practice to carry out a head count to make sure the numbers tally before sending the register. It is a serious breach of professional standards if there are any inaccuracies and disciplinary action may follow. Never overwrite marks already pre-populated in SIMS from the office.

Pupils who arrive after 8.40 in the morning are marked late. The College gates close at 8.35am and late pupils after that time must register at Reception. Pupils should be marked late in pm registration if they arrive after 12.10pm/1.00pm.

Staff should close their register 10 mins after registration times: am - by 9am and pm: by 12.10pm or 1.00pm depending on Academic Review time.

Pupils arriving between 9.00am and 9.30am receive a late mark from the office staff. A note should be brought in to explain the circumstances for arrival after these times. Only office staff or HOL team input 'L' mark.

Form Tutors will be sent weekly updates from HOL and often asked to speak to students about attendance.

Form Tutors must not mark any pupil with an unauthorised absence (O code). That is the responsibility of the Head of Learning.

Lesson Register

Pupils are also registered at the start of every lesson using SIMS. Guidance on how to do this can be found in the Attendance Policy. Staff are required to complete this register on all occasions. Lesson registers are helpful for teachers to track pupil attendance. Truancy from lessons will be dealt with within departments and parents contacted when appropriate.

Appendix 1 Code of ethical practice for school staff

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our pupils.

All school staff should:

- place the safety and welfare of pupils above all other considerations
- treat all members of the school community, including pupils, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- treat each pupil as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between pupils and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that school staff are in a position of trust and that sexual relationships with a pupil, even over the age of 16, may be an offence
- be alert to, and report appropriately, any behaviour that may indicate that a pupil is at risk of harm
- encourage all pupils to reach their full potential
- never condone inappropriate behaviour by pupils or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Appendix 2 Whistleblowing code for issues relating to children and young people

Purpose of the code

The school adheres to the local authority whistleblowing policy and procedures that enable staff to raise concerns relating to:

- crime
- a miscarriage of justice
- illegality
- health and safety
- environmental or property damage
- unauthorised use of public funds
- concealing or attempting to cover up any of the above.

This code provides additional information to help staff to understand the role of whistleblowing in the context of poor practice and unacceptable conduct and attitudes towards children.

When to use the code

The whistleblowing procedures and this code may be used by anyone employed by the school in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a pupil is inappropriate.

Inappropriate conduct includes, but is not confined to:

- bullying or humiliation
- contravening health and safety guidelines
- serious breaches of the school's code of ethical practice
- professional practice that falls short of normally accepted standards
- compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention.

Reasons for blowing the whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that pupils are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences. Your action not only protects pupils, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistleblowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

Staff who deliberately fail pupils and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the pupils and the reputation of the whole school.

Barriers to whistle blowing

You may worry that you have insufficient evidence to raise a concern, that you will set in train an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern might be totally misplaced.

These concerns are entirely understandable but you can be reassured that whistleblowing procedures addresses these issues.

The Public Interest Disclosure Act 1998 protects employees from reprisals for public interest whistleblowing. Your union, a solicitor or the local authority legal services can provide you with information about your legal position.

Confidentiality and anonymity

All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing. You can, if you prefer, raise your concern anonymously. The school would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available.

The school will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistleblowing.

Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

Reporting procedure

- It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported, is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved.
- You may raise your concern verbally or in writing. You should report your concern directly to the Head Teacher.
- If the Head teacher is the subject of your concern, speak to the chair of governors.
- A friend, colleague or union representative may accompany you to the meeting if you wish.
- Ensure the head or chair informs you of their proposed action and sets a date for a second meeting.
- Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed.
- Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.

Process and outcome

- The head teacher or chair will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.
- Members of the school community, including governors, may be asked to provide information or advice.
- External advice, for example, from legal or human resources or children's services may be sought.
- A written record of the conduct, established facts and outcome of the inquiry will be kept.
- The whistleblower will be kept informed of the progress of the inquiry.

The outcome of the inquiry will be one of the following:

- No poor practice or wrongdoing is established and the case is closed
- The concern has some substance and the subject of the concern will receive advice and support from the head teacher to improve practice
- Poor practice or wrongdoing is established and disciplinary proceedings are initiated
- The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police.

If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved.

Further action

If you raise a concern and you are dissatisfied with the way it is managed, or the outcome, you may contact the governing body or local authority for advice.

Alternatively you can seek advice from your union or professional association, a solicitor, the police, children's social care or Public Concern at Work (PCaW), a registered charity that offers free and confidential legal advice on workplace malpractice.

Public Concern at Work
Suite 301, 16 Baldwins Gardens, London, EC1N 7RJ
020 7404 6609
whistle@pcaw.co.uk
www.pcaw.co.uk

Appendix 3 Visiting staff child protection information leaflet

WELCOME to St John Plessington Catholic College

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. While working in our school we expect you to take care of our pupils and follow our procedures.

Key facts about child abuse

Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with SEN are particularly vulnerable.

Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A pupil may:

- have a bruise, burn or injury that seems suspicious
- show signs of pain or discomfort
- be unnaturally passive or withdrawn
- be unpredictable and challenging
- seem anxious, fearful or distressed
- provide an unlikely explanation for their injury or their behaviour.

If you are concerned for a child's health, welfare or safety in any way you must speak to Colette Singleton/Peadar McLoughlin/Alison Lock or a senior member of staff before you leave the school site.

Do not question the pupil or try to secure evidence. Your responsibility is to report your concern, not to investigate.

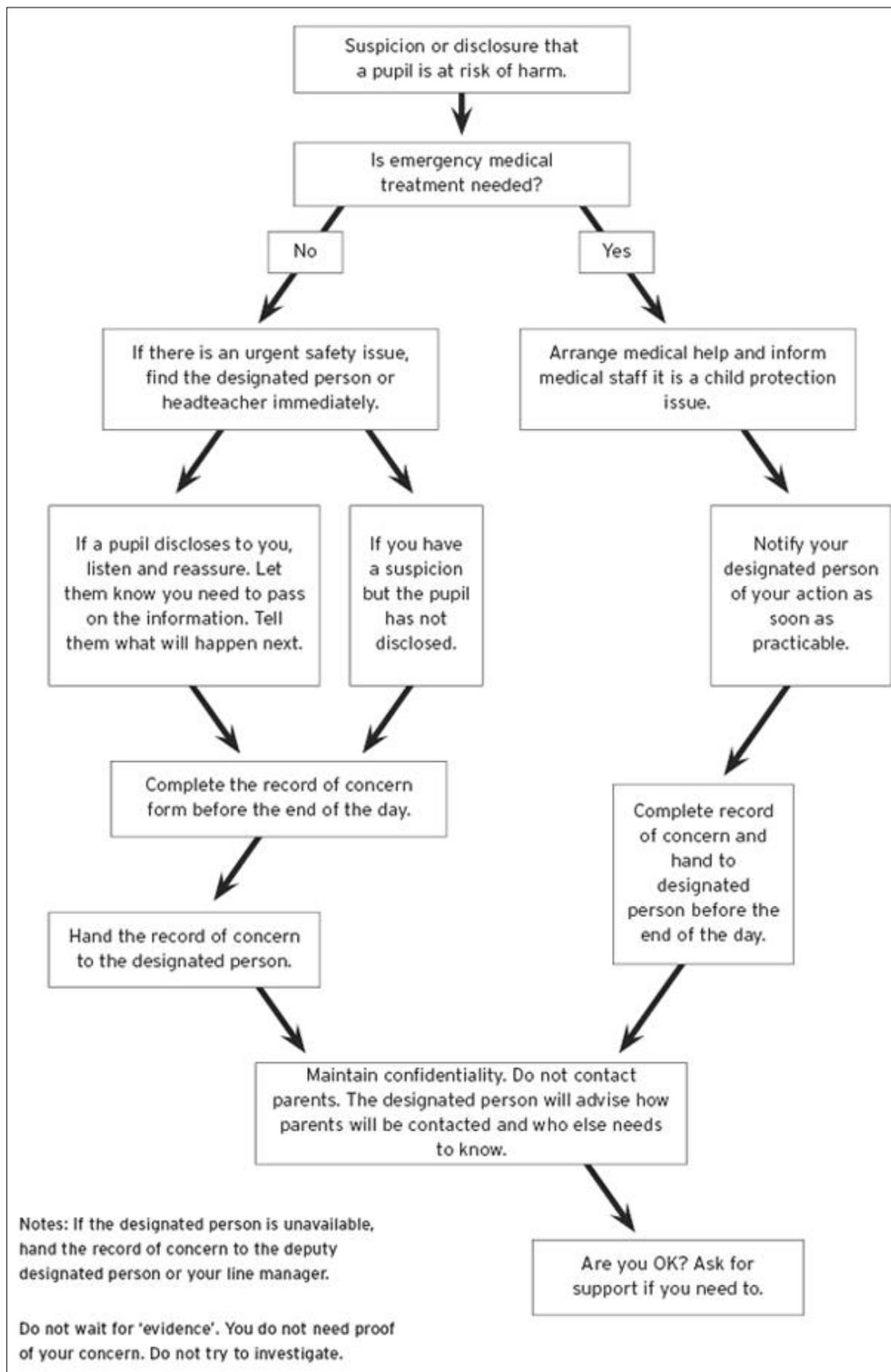
If a pupil tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to our staff named above.

If you become concerned about a pupil's immediate safety, notify the nearest member of staff and tell them why you are concerned.

You should complete a welfare concern form which will be given to you and hand it to the CP officer or a senior member of staff before you leave the school site. Ask a senior member of staff if you would like help to complete the form.

If you have any questions or wish to see our child protection policy please contact the named staff.

Appendix 4 Reporting a concern flowchart



Appendix 5 School welfare concern form

Use this form to record any concern about a pupil's welfare and give it to the designated senior person for child protection:

If you suspect the pupil may be suffering abuse or neglect, or you have received a disclosure of abuse from a pupil, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the designated person today.

Pupil's full name

Date of this record

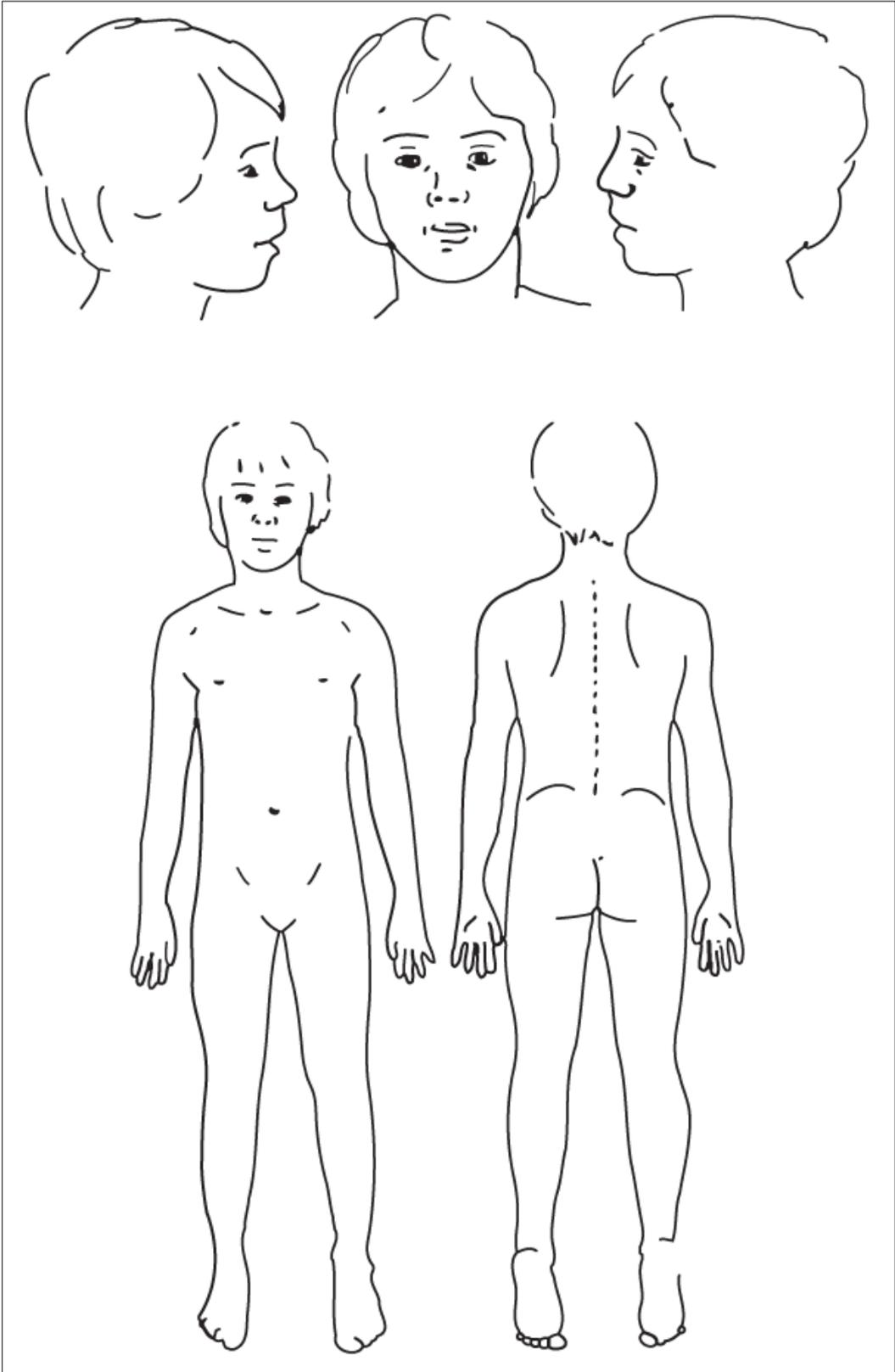
Why are you concerned about this pupil?

What have you observed and when?

What have you heard and when?

What have you been told and when?

Body Map



Appendix 7 Essential Contacts

Name and role:	Address, telephone and email address
School designated senior person	Colette Singleton Ext 201 colettesingleton@stjohnplessington.com Peadar McLoughlin Ext 132 peadarmcloughlin@stjohnplessington.com Alison Lock Ext 155 alisonlock@stjohnplessington.com
Head Teacher	Tom Quinn via Ext 102 headteacher@stjohnplessington.com
Nominated governor	Sandy Skillen Ext 149 sandyskillen@stjohnplessington.com
Local authority allegation manager	Suzanne Cottrell (see CS/CV for contact details)
Local authority safeguarding manager	Caroline McKenna (see CS for contact details)
Local Authority legal services	See CS/AL
Local Authority HR	See CS/AL
Children’s social care	0151 606 2006
Out of hours duty team	0151 606 2006 – will re direct you
Health authority	0151 514 2280
CAMHS	0151 647 0148 / 670 0031



Appendix 8 Incident Form to be used when a Young Person Self-Harms

(From the "Multi Agency Guidelines for Professionals Working with Children and Young People Who Self-Harm" published in January 2012)

Young person's name Date of report

Date of Birth Gender

Professional's name Job title

Agency

School/College attended..... Year

Special Needs

Incident
.....
.....
.....
.....
.....
.....

Date and time of occurrence.....
.....

Action taken by professional.....
.....
.....

Decision made with respect to contacting parents (reasons for decision)
.....

Recommendations.....
.....
.....

Follow up
.....
.....

Copies to
.....

Appendix 9 Letter to Parents Following Meeting About Self-Harm

(from the "Multi Agency Guidelines for Professionals Working with Children and Young People Who Self-Harm" published January 2012)

Date

[Addressee & Address]

A
A
A
A

Dear (Parent/Carer)

Thank you for discussing with me

After our recent meeting I am writing to express concern about’s safety and welfare.

The recent incident of self-harm (or threat to self-harm) by suggests that **he/she** may need professional help.

I recommend that you visit your local GP for advice and help and/or as agreed, we have sent a referral to Children and Adolescent Mental Health Service (CAMHS).

We will continue to provide support to, but would appreciate any information that you feel would help us to do this as effectively as possible.

If there is anything else we can do to help please contact me.

Yours sincerely

Title

Copies to:

Appendix 10 Information Sheet for Young People on Self-Harm

(From the 'Multi Agency Guidelines for Professional Working with Children and Young People Who Self-Harm' published January 2012)

What is self-harm?

Self-harm is where someone does something to deliberately hurt him or herself. This may include cutting parts of their body, burning, hitting or taking an overdose.

How many young people self-harm?

A recent study in the UK found that about 7% (i.e. 7 people out of every 100) of 15-16 year olds had self-harmed in the last year.

Why do young people self-harm?

Self-harm is often a way of trying to cope with painful and confusing feelings. Difficult things that people who self-harm talk about include:

- Feeling sad or feeling worried
- Not feeling very good or confident about themselves
- Being hurt by others physical, sexually or emotionally
- Feeling under a lot of pressure at school or at home
- Losing someone close; this could include someone dying or leaving

When difficult or stressful things happen in someone's life, it can trigger self-harm. Upsetting events that might lead to self-harm include:

- Arguments with family or friends
- Break-up of a relationship
- Failing (or thinking you are going to fail) exams
- Being bullied

Often these things build up until the young person feels they cannot cope anymore.

Self-harm can be a way of trying to deal with or escape from these difficult feelings. It can also be a way of showing other people that something is wrong in their lives.

How can you cope with self-harm?

Replacing the self-harm with other safer coping strategies can be a positive and more helpful way of dealing with difficult things in your life.

Helpful strategies can include:

- Finding someone to talk to about your feelings (this could be a friend or family member)
- Talking to someone on the phone (you might want to ring a help line)
- Sometimes it can be hard to talk about feelings; writing and drawing about your feelings may help
- Scribbling on/or ripping up paper
- Listening to music
- Going for a walk, run or other kinds of exercise
- Getting out of the house and going somewhere where there are other people

Appendix 11 Fact Sheet for Parents/Carers on Self-Harm

From the 'Multi Agency Guidelines for Professionals Working with Children and Young People who Self-Harm' published January 2012)

It can be difficult to find out that someone you care about is harming him or herself. As a parent/carer you may feel angry, shocked guilty and upset. These reactions are normal, but what the person you care about really needs, is support from you. They need you to stay calm and listen to them. The reason someone self-harms is to help them cope with very difficult feelings that build up and which they cannot express. They need to find a less harmful way of coping.

What is self-harm?

Self-harm is any behaviour such as self-cutting, swallowing objects, taking an overdose, hanging or running in front of cars etc where the intent is to deliberately cause harm to self.

How common is self-harm?

Over the last forty years there has been a large increase in the number of young people who harm themselves. A recent large community study found that in 15-16 year olds, approximately 6.9% of young people had self-harmed in the previous year.

Is it just attention seeking?

Some people who self-harm have a desire to kill themselves. However, there are many other factors which lead people to self-harm, including a desire to escape, to reduce tension, to express hostility, to make someone feel guilty or to increase caring from others. Even if the young person does not intend to commit suicide, self-harming behaviour may express a strong sense of despair and needs to be taken seriously. It is not just attention seeking behaviour.

Why do young people harm themselves?

All sorts of upsetting events can trigger self-harm. Examples include: arguments with family members, break up of a relationship, failure in exams or bullying at school. Sometimes several stresses occur over a short period of time and one more incident can be the final straw.

Young people who have emotional or behavioural problems or low self-esteem can be particularly at risk from self-harm. Suffering a bereavement or serious rejection can also increase the risk. Sometimes young people try to escape their problems by taking drugs or alcohol. This often only makes the situation worse. For some people self-harm is a desperate attempt to show others that something is wrong in their lives.

What can you do to help?

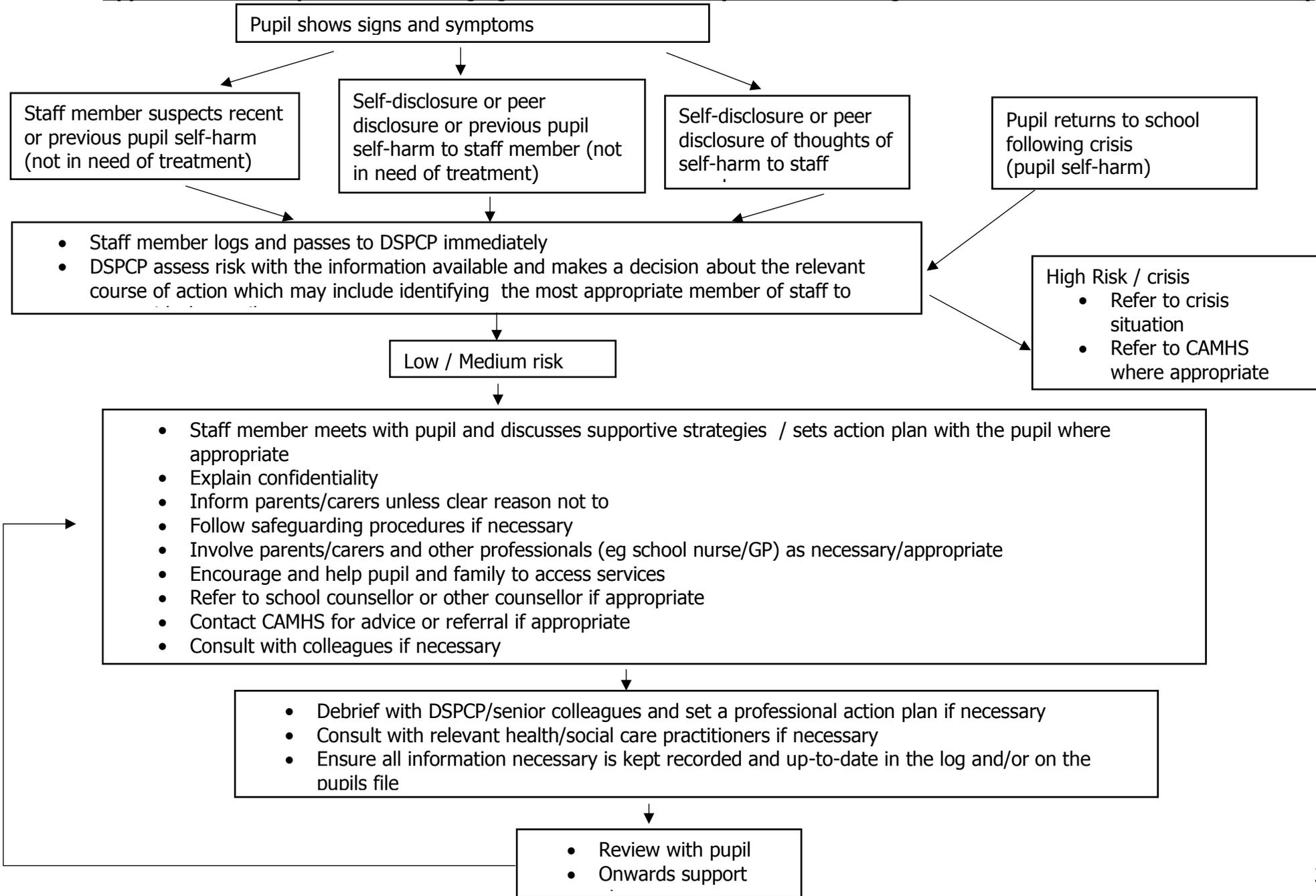
Try to:

- Keep an open mind
- Make the time to listen
- Help them find different ways of coping
- Go with them to get the right kind of help as quickly as possible

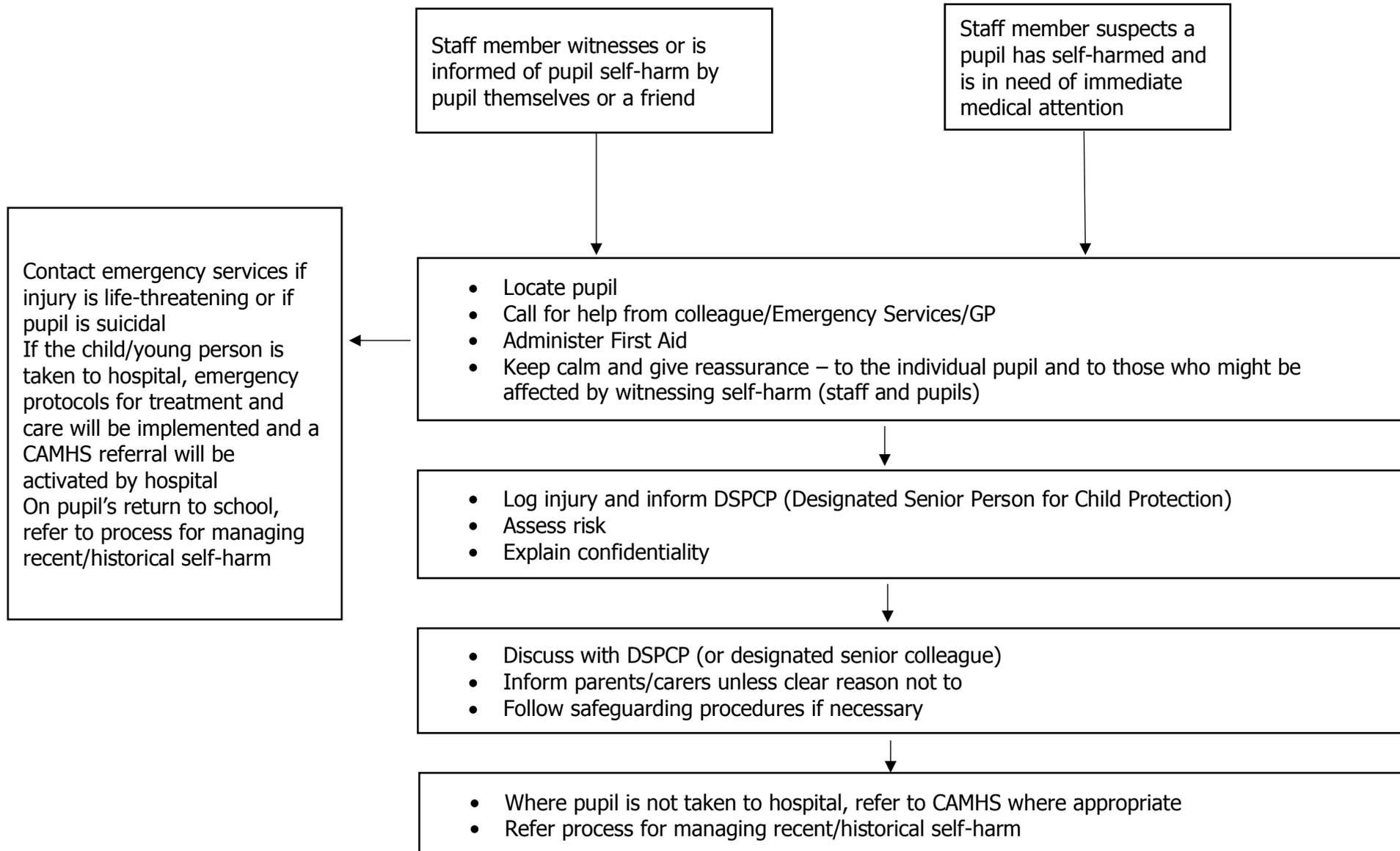
Some people you can contact for help, advice and support are:

- Your family doctor
- School Health Nurse/Health Visitor
- Young Minds Parents Information Service Tel: 0808 802 5544
- Papyrus HOPELineUK Tel: 0800 068 4141
- The Samaritans Tel: 08457 90 90 90
- MIND Information line Tel: 0845 766 0163
- Youth Access Tel: 0151 666 4123
- Kooth.com – online counselling service
- Open Door Tel: 0151 639 4545
- Response Tel: 0151 666 4123

Appendix 12 Model process for managing self-harm in schools (not in need of urgent medical treatment & return to school)



Appendix 13 Model Process for Managing Self-Harm in Schools in a Crisis Situation



Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings