



**Child Protection
Safeguarding and**

Updated June 2018
Date for review July
2019



SAFEGUARDING AND CHILD PROTECTION POLICY FOR PHOENIX SCHOOL

This policy has been adapted from the LA model child protection and safeguarding policy

Headteacher	Sign and Date	
Chair of Governing Body	Sign and Date	

Date for review: July 2019 (this policy will be reviewed annually)



Key Contacts

Key Contact list for Safeguarding in (Phoenix School)

	Name	Telephone contact	email
Designated Safeguarding Lead	Charlotte Whysall	01733 391666	Charlotte.whysall@phoenix.peterborough.sch.uk
Deputy Designated Safeguarding Lead	Trudy Duffield	01733 391666	Trudy.duffield@phoenix.peterborough.sch.uk
Safeguarding Team members	Shana Mozjeko Sarah Norman	01733 391666 01733 391666	Shana.mozjeko@phoenix.peterborough.sch.uk Sarah.norman@phoenix.peterborough.sch.uk
SPOC (for all Prevent referrals)	Rob Emery	01733 391666	Rob.emery@phoenix.peterborough.sch.uk
Safeguarding Governor	Dr Janet Clarke	01780784182	Janet.clarke@phoenix.peterborough.sch.uk

Key local contacts

	Name	Telephone contact	Email
Contact Centre		(01733) 864170	
Out of hours		(01733) 234724	
MASH Police Child Abuse Investigation Unit		(01480) 847743 or 101/999 (in an emergency)	Mash.cp@cambs.pnn.police.uk
Early Help		(01733) 863649	helpwithcaf@peterborough.gov.uk
Designated Officer (LADO)		(01733) 864042	Gisela.jarman@peterborough.gov.uk



INTRODUCTION

Phoenix fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2018). All staff must be made aware of their duties and responsibilities under part one of this document (set out below).

Staff should read the above document together with 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015)

Through their day-to day contact with pupils and direct work with families, all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which children can learn
- Identify children who may benefit from early help
- Know what to do if a child tells them he/she is being abused or neglected
- Follow the referral process if they have a concerns (See Keeping Children Safe in Education, 2018, flowchart p13)

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff and volunteers working in the school, including governors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is consistent with the Local Safeguarding Children Board (LSCB) procedures.

There are four main elements to our policy:

PREVENTION, through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

SUPPORTING VULNERABLE CHILDREN, those who may have been abused or witnessed violence towards others

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN Processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy is available to parents on request and is on the school website.



1. PREVENTION

- 1.1. We recognise that for our pupils, high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to protect children.
- 1.2. This school will therefore:
 - 1.2.1 establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
 - 1.2.2 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate;
 - 1.2.3 engage fully in the Early Help process to maximise the opportunity for timely intervention;
 - 1.2.4 include in the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn for help;
 - 1.2.5 include, in the curriculum which is carefully adapted to meet the needs of disabled children:
 - help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills (when relevant to their individual learning needs)
 - reinforce essential skills for every child to include self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements;
 - embed online safety at every relevant opportunity;
 - 1.2.6 Ensure that wherever possible every effort will be made to establish effective working relationships with parents and carers and with colleagues from partner agencies.

2. PROCEDURES

- 2.1. We will follow the procedures set out in the Cambridgeshire and Peterborough Local Safeguarding Board 'Inter-Agency Procedures' A copy of these procedures can be found on the LSCB website: <http://www.safeguardingpeterborough.org.uk/children-board/professionals/lscbprocedures/>
- 2.2. The school fully recognises the importance of the role of the Designated Safeguarding Lead. The DSL is a member of the Senior Leadership Team and the role is explicitly defined in their job description, with time, resources and training to undertake her/his duties agreed. (*See Keeping Children Safe in Education 2018 Annex B*).
 - 2.2.1 The lead responsibility for safeguarding and child protection will not be delegated, though specific activities may be delegated to appropriately trained deputies.



- 2.2.2 Contingency arrangements are in place should the Designated Safeguarding lead not be available.
- 2.2.3 The DSL and or a deputy will always be available during school or college hours. **At Phoenix School we offer a number of out of hour activities under the shorts break scheme and the DSL or Deputy are either leading directly or are on call for these activities. The wider leadership team monitor their email accounts regularly during holiday periods.**
- 2.2.4 It is the responsibility of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the school.
- 2.2.5 The DSL and DPs should undergo the two day training provided by the Education Child Protection Service, and update this training every two years. Knowledge and skills in addition to this formal training should be refreshed regularly.
- 2.3. The Governing Body has a nominated governor for Safeguarding and Child Protection, who has undertaken appropriate training.
- 2.3.1 Governing bodies should ensure every member of staff and every governor knows:
- the name of the designated person/s and their role
 - how to identify the signs of abuse and neglect
 - how to pass on and record concerns about a pupil
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL/DP
 - that they have a responsibility to provide a safe environment in which children can learn
 - where to find the Inter-Agency Procedures on the LSCB website
- 2.3.1 Governing bodies should ensure that all staff members have satisfactory checks, including DBS, in place and undergo safeguarding and child protection training **at induction**. The training content should be regularly updated, in line with Keeping Children Safe in Education.
- 2.3.2 As safeguarding is too big to rely on a single training session, opportunities will be created for regular staff updates and sharing of information.
- 2.3.3 Governing bodies should ensure that volunteers are subject to a risk assessment to determine the level of checks requires.
- 2.3.4 Governing bodies should ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school *brochure/website/prospectus*.



2.3.5 Governing bodies should ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children, and those such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

2.3.6 Governing bodies should ensure that this policy is available publically, either via the school website or by other means.

2.4 Liaison with Other agencies

The school will:

2.4.1 work to develop effective links with relevant services to promote the safety and welfare of all pupils;

2.4.2 cooperate as required, in line with 'Working Together to Safeguard Children 2018', with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups;

2.4.3 notify the relevant Social Care Unit immediately if:

- it should have to exclude a pupil who is subject to a Child Protection Plan (fixed term or permanently)
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan.

2.4.4 follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements. i.e. when parents arrange for a child to stay with an adult who is not a close relative for more than 28 days.

2.5 Record Keeping

The school will:

2.5.1 keep clear, detailed, accurate written records of concerns about children (noting the date, event and action taken), even when there is no need to refer the matter to Social Care immediately;

2.5.2 ensure all records are kept securely, separate from the main pupil file, and in a locked location;

2.5.3 ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools;

2.5.4 make parents aware that such records exist, except where to do so would place the child at risk of harm.



- 2.5.5 All actions and decisions will be led by what is considered to be in the best interests of the child.

2.6 Confidentiality and information sharing

- 2.6.1 Staff and volunteers will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, they should seek advice from a senior manager or outside agency as required.
- 2.6.2 Whilst consent to share information will generally be sought, sharing without consent will take place should the safety of a child be at risk. Any decision not to share will be recorded.
- 2.6.3 The Head teacher or Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need to know basis only. Parental consent may be required.
- 2.6.4 If a member of staff receives a request from a pupil or parents to see the child protection records, they will refer the request to the DSL or Headteacher.
- 2.6.5 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 2.6.6 All staff must be aware that they cannot promise a child to keep secrets.

2.7 Communication with parents/carers

The school will:

- 2.7.1 ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure/on the school website;
- 2.7.2 undertake appropriate discussion with parents prior to involvement of another agency unless specific circumstances preclude this. **Parents/carers should generally be consulted before a referral is made about them to another agency but there are certain circumstances when this is not the case.** Staff are advised to seek guidance if they are unclear as to whether they should discuss a concern with parents;
- 2.7.3 record what discussions have taken place with parents on the Log of Concern about a Child's welfare. If a decision has been made not to discuss with parents, the reason should be recorded.



3. SUPPORTING VULNERABLE CHILDREN

- 3.1 At Phoenix School we recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.
- 3.2 The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 3.3 We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.
- 3.4 The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- 3.5 The school will support the pupil through:
- 3.5.1 the content of the curriculum to encourage self-esteem and self-motivation;
 - 3.5.2 the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
 - 3.5.3 liaison with other agencies which support the pupil such as Children's Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Attendance Service;
 - 3.5.4 a commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so;
 - 3.5.5 recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse are vulnerable and in need of support and protection; they may also be young carers;
 - 3.5.6 Vigilantly monitoring children's welfare, keeping records and notifying Children's Social Care **as soon as there is a recurrence of a concern.**
 - 3.5.7 When a child is missing from education, the school will follow the procedures as set out In Peterborough's Children Missing Education Guidance.
 - 3.5.8 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child protection Chair and Social Work Unit will also be informed.



3.6 Substance Misuse and Child Protection

3.6.1 The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;
- where the misuse is suspected of being prompted by serious parent/ carer drug misuse.

3.7 Children of Substance Misusing Parents/Carers

3.7.1 Misuse of drugs or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

3.7.2 When the school receives information about drug and alcohol abuse by a child's parent/carers they will follow appropriate procedures.

3.7.3 This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable care givers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of an unborn child.

3.8 Domestic Abuse

3.8.1 Domestic abuse defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members. Victims are not confined to one gender or ethnic group.

3.8.2 This non-legal definition also includes so called 'honour based violence', female genital mutilation and forced marriage. Domestic abuse is a widespread and damaging issue and an important indicator of other kinds of abuse.



3.8.3 Where there is domestic abuse in the family, the children/young people will always be affected. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi Agency Risk Assessment Conference work plan as required.

3.9 Female Genital Mutilation (FGM)

3.9.1 Female genital mutilation (FGM) is a form of child abuse and is illegal in the UK. The fear of being branded racist or discriminatory must not weaken the protection required by those who are vulnerable.

3.9.2 Possible signs that a girl may be at risk of or already having suffered FGM will be addressed through staff safeguarding training and staff will follow the school's agreed safeguarding procedures when concerned.

3.9.3 The DSL will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if against the pupil's wishes. If a girl has been absent from school for a long period and there is a need to make informal enquiries, the fact that enquiries are related to FGM **will not** be revealed as this may increase risk.

3.9.4 In accordance with statutory duty, all **known** cases of FGM in girls under the age of 18 will be reported to the police.

3.10 Child Sexual Exploitation (CSE)

3.10.1 Sexual exploitation is a form of child sexual abuse and can have a serious impact on every aspect of the lives of those involved. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, or for the financial advantage or increased status of the perpetrator or facilitator.

3.10.2 Staff at Phoenix School are aware that any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances.

3.10.3 Potential indicators of sexual exploitation will be addressed within staff training. However, it is important to be aware that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse.

3.10.4 The victim may have been sexually exploited even if the sexual activity *appears* consensual.

3.10.5 Schools will complete the LSCB Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk.



3.11 Child Criminal Exploitation : County Lines

- 3.11.1 Criminal exploitation of children is a form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas.
- 3.11.2 This activity can be perpetrated by groups or individuals, males or females, young people or adults.
- 3.11.3 Any child or young person under the age of 18 (or vulnerable adult over the age of 18) can be affected. As with CSE, this kind of exploitation can *appear* to be consensual.
- 3.11.4 Key to identifying potential involvement in county lines are episodes of missing.
- 3.11.5 School child protection procedures will be followed where concerns are raised.

3.12 Children with Family Members in Prison

- 3.12.1 These children are at risk of poor outcomes including poverty, stigma. Isolation and poor mental health.
- 3.12.2 Children may be the target of bullying, or may have attendance issues. There may be problems associated with prison visits and the family may be experiencing financial difficulties.
- 3.12.3 Phoenix School is committed to supporting the children and young people who have a parent or close relative in prison, and to minimise the risk of them not achieving their full potential.
- 3.12.4 Information shared by the family will be treated in confidence and will be shared on a 'need to know basis.
- 3.12.5 We will work with the family to find the best ways to support the child/ren.
- 3.12.6

4. Peer on Peer Abuse

- 4.1.1. Peer on peer abuse can manifest itself in many ways. This can include sexual bullying, being coerced to send sexual images, sexual assault and teenage relationship abuse. There are clear links with sexual exploitation and domestic abuse.
- 4.1.2. Any indication that a child has suffered from peer on peer abuse will be dealt with under the child protection procedures outlined in this policy, and victims will be supported appropriately.
- 4.1.3. Consideration will always be given to the welfare of both the victim(s) and the perpetrator(s).



4.1.4. The school will include material within the curriculum that support children in keeping themselves safe from abuse, including abuse from their peers and online.

4.1.5. Additional guidance on sexting can be found in 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' published by the UK Council for Internet safety (UKCCIS).

4.2. Child on Child Sexual Violence and Harassment

4.2.1. Children's sexual behaviour exists on a wide continuum. Occasionally, sexual behaviour may give cause for concern, and may be considered harmful. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

4.2.2. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

4.2.3. Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone.

4.2.4. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

4.2.5. **Sexual violence and sexual harassment will not be tolerated and is not an inevitable part of growing up.**

4.2.6. The response to a report from a child is important. All victims should be reassured that they are being taken seriously and that they will be supported and kept safe. The wishes of the victim in terms of how they want to proceed following a report should be taken into account, to allow them as much control as possible whilst the investigation progresses.

4.2.7. Any referral should follow the child protection procedures outlined in this policy.

4.2.8. Further guidance can be found in 'Sexual violence and sexual harassment between children in schools and colleges'. DfE May 2018

4.2.9. Relationship and Sex Education (RSE) will include teaching about consent.



5. Prevention of Radicalisation

5.1.1. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. Nationally, there have been occasions where extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

5.1.2. Whilst Phoenix School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values, we also recognise that free speech is subject to laws and policies governing equality, human rights, community safety and community cohesion.

5.1.3. The School fully recognises its statutory duty to identify and support pupils at risk, and is clear that this exploitation and radicalisation should be viewed as safeguarding concern.

5.1.4. The school governors, the Head Teacher/Principal and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, anti-bullying policy, online-safety and other issues specific to the school's profile, community and philosophy.

5.1.5. The School's SPOC (Single Point of Contact) will be the lead for safeguarding in relation to protecting individuals from radicalisation, sharing relevant information in a timely manner with the appropriate agency, including Channel.

6. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

6.1 The school has a separate safe recruitment policy which is compliant with local and national requirements and regularly reviewed to reflect DfE guidance.

6.2 The school will operate safe recruitment practices including ensuring pre-employment checks, and appropriate DBS and reference checks are undertaken according to "Keeping Children Safe in Education". (DfE 2018)

6.3 The governing body will ensure that at least one person on any appointment panel has undertaken safer recruitment training.

6.4 School staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

6.5 Any allegation against a member of staff or volunteer must be reported to the Headteacher without delay unless the Headteacher is the subject of the allegation when the chair of governors must be informed.



- 6.6 In the event of an allegation being made against a member of staff consultation with the Designated Officer from the local authority (LADO) will take place within one working day. Following consultation, the referrer will advise on all further action to be taken.
- 6.7 The school will not investigate an allegation, advise the member of staff or interview children until consultation has taken place with the LADO as doing so may compromise any police investigation.
- 6.8 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school. Phoenix School recognises **it has a legal duty to refer to the DBS and any other relevant professional bodies anyone who has harmed, or poses a risk of harm, to a child.**
- 6.9 Under no circumstances will volunteers of whom no checks have been obtained be left unsupervised with children or allowed to work in regulated activity.
- 6.10 The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.
- 6.11 All staff have been given a copy of *Guidance for safer working practice for those working with children and young people in education settings 2015* as part of their induction and have signed as an undertaking that they will comply with this guidance.
- 6.12 All staff are aware of their whistle blowing responsibilities and will promptly report any concerns in the interests of protecting children and staff from poor practice and/or unsuitable behaviour. This includes the requirement to self-disclose any personal issues which may impact on their suitability to work in an education setting.
- 6.13 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful, and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).
- 6.14 Staff will also be aware of the need to report inappropriate sexualised behaviour to Children's Social Care.
- 6.15 In accordance with regulations, Phoenix School will ensure that staff are aware of legislation which may cause them to be disqualified.



7. OTHER RELATED POLICIES

Whistle-blowing

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, including the attitude or actions of colleagues. Any concerns should be reported following the school's Whistle-blowing policy

Physical Intervention

Our policy on physical intervention by staff is set out in a separate document and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

Bullying

Our policy on bullying is set out in a separate document and is reviewed annually by the governing body. This policy will include reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

Prejudice Related Incidents

Our policy on prejudiced related incidents is set out in a separate document and is reviewed annually by the governing body. We acknowledge that repeated prejudice related incidents or a single serious incident may lead to consideration under child protection procedures.

Health and Safety

Our Health and Safety policy, set out in a separate document, and is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Children with Special Educational Needs and Disabilities

We recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's additional needs without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming those issues.

Staff across the school community will remain vigilant and observant to these additional challenges, and be particularly sensitive to signs of abuse.

Online Safety and Acceptable Use Policy

Our policy is set out in a separate document and is reviewed annually. Online safety is included in the curriculum at all levels and information will be provided to parents.



Extended Schools and Before and After School Activities

At Phoenix school the governing body provides extended school facilities and before and after school activities directly under the supervision or management of school staff. The school's arrangements for safeguarding as written in this policy apply.

Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This policy also links to our policies on:

Behaviour
Staff Behaviour/Code of Conduct
Whistleblowing
Allegations against staff
Allegations against other pupils
Parental concerns
Attendance
Curriculum
PSHE, including drug education and sex education
Teaching and Learning
Administration of medicines
Risk assessment
Recruitment and selection
Intimate Care

8. MONITORING and EVALUATION

Our Safeguarding and Child Protection policy and procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Monitoring of logs of behaviour and prejudice related incidents
- Review of parental concerns



Appendix A Four categories of 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.

Neglect - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and 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 care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.



It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Written by: Trudy Duffield

Date: June 2018

Approved by:

Next review due by: July 2019