



## ORCHARD GUIDELINES FOR STAFF ON SAFEGUARDING CHILDREN AND CHILD PROTECTION

### Definition of Child Protection and Safeguarding

There is no legal definition of child protection, but services aim to identify those children who are at risk of serious harm. Child protection aims to keep children safe where there is serious risk of harm. Serious risk of harm may arise from a single event or a series of concerns over time. Child protection describes the actions that will be taken to keep children who are at risk of harm, or have been harmed, safe from further difficulty.

Often the phrases 'Child Protection' and 'Safeguarding' are used synonymously, but there are quite distinct. Safeguarding refers to all children, whilst Child Protection refers distinctly to children at risk of harm. Safeguarding refers to everything we do to keep all children safe from harm.





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## **EVERY CHILD MATTERS**

### **NAMED STAFF WITH DESIGNATED RESPONSIBILITY SAFEGUARDING FOR ACADEMIC YEAR 2020/2021**

**Senior Designated Lead:  
Samantha James**

**Deputy Designated Lead:  
Jonathan Wilson**

**Deputy Designated Lead:  
Callum Brown**

**Deputy Designated Lead:  
Luke Bartishel**

**Deputy Designated Lead:  
Diane Clarke**

**Nominated Governor for Safeguarding:  
Chris Akpakwu**

Safeguarding and Promoting Children's Welfare is a shared responsibility and everyone is responsible.

Keeping Children Safe in Education 2020 (KCSIE 2020) states that:  
Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Child protection is about protecting children from the different categories of abuse, ie

#### **Neglect**

**Physical abuse**

**Sexual abuse**

**Emotional abuse**

At Orchard Academy we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

**Staff often have unconfirmed worries about pupils, but little real evidence, and so feel unsure about how to proceed. Many cases have shown that these unconfirmed worries are in fact the tip of the iceberg; that if the staff member's information were placed alongside that of other school colleagues it all added up to a serious cause for concern. It is vital, therefore, that even vague "worries" are passed on at the earliest stage to the DSL, who is in a position to involve other agencies, collate information and make decisions about further referral. Staff should record concerns on our safeguarding software, My Concern, at the earliest opportunity and inform a DSL**



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**immediately if the concern is urgent. Paper reporting records are also available in the staff room or from a DSL for visitors or part-time staff. These will be uploaded to My Concern by the DSL.**

**If you have any suspicions or evidence of child abuse you should inform one of the named staff with designated responsibility for Child Protection. You do not need to wait until you have proof there is a safeguarding concern to step in. If you have a concern, please raise it straight away as this could be the first step to protecting a child.**

**Staying silent because you don't have proof may leave a child exposed to danger.**

**Where staff have access to confidential information about children or their parents or carers, they must not reveal such information except to those colleagues who have a professional role in relation to the child. All safeguarding concerns are on a 'need to know' basis and so please don't assume that others know the information you do and keep it confidential. If you are unsure at any time, please speak to a DSL who will advise you.**

Our responsibility is 'To Share Concerns Early' so that children and families in need of support access services and support quickly. You may only have one small piece of information but if this information is put together with other pieces it will enable better decisions about a child's safety and welfare to be made.

## **GUIDELINES FOR STAFF ON CHILD PROTECTION ISSUES**

These guidance notes will cover four main areas:

- (i) Categories of Abuse
- (ii) Possible signs of abuse
- (iii) Dealing with disclosures
- (iv) Safeguarding one's professional integrity.

### **Categories of abuse**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

**Physical Abuse:** Physical abuse happens when a child is deliberately hurt. It can 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 is known as fabricated or induced illness (FII).

Physical abuse may also be in the form of failing to stop abuse happening to protect a child you know to be suffering from physical abuse.

**Emotional Abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve:

- humiliating, putting down or regularly criticising a child
- shouting at or threatening a child or calling them names



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- mocking a child or making them perform degrading acts
- constantly blaming or scapegoating a child for things which are not their fault
- trying to control a child's life and not recognising their individuality
- not allowing a child to have friends or develop socially
- pushing a child too hard or not recognising their limitations
- manipulating a child
- exposing a child to distressing events or interactions. This includes witnessing Domestic Abuse
- persistently ignoring a child
- being cold and emotionally unavailable during interactions with a child
- not being positive or encouraging to a child or praising their achievements and successes.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may also occur alone.

**Sexual Abuse:** Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse.

**Child sexual abuse can involve contact abuse and non-contact abuse.**

**Contact sexual abuse happens** when the abuser makes physical contact with the child. It includes:

- sexual touching of any part of the body whether the child is wearing clothes or not
- rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off or touch someone else's genitals.

**Non-contact sexual abuse** involves non-touching activities. It can happen online or in person and includes:

- encouraging or forcing a child to watch or hear sexual acts
- making a child masturbate while others watch
- not taking proper measures to prevent a child being exposed to sexual activities by others
- showing pornography to a child
- making, viewing or distributing child abuse images
- allowing someone else to make, view or distribute child abuse images.
- meeting a child following online sexual grooming with the intent of abusing them.

**Online sexual abuse** includes:

- persuading or forcing a child to send or post sexually explicit images of themselves, this is sometimes referred to as sexting
- persuading or forcing a child to take part in sexual activities via a webcam or smartphone
- having sexual conversations with a child by text or online.

Abusers may threaten to send sexually explicit images, video or copies of sexual conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the abuse has stopped.

Abusers will often try to build an emotional connection with a child in order to gain their trust for the purposes of sexual abuse. This is known as grooming.

Women can also commit acts of sexual abuse, as can other children. Abuse by women and peers is on the rise.



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**Neglect:** Neglect is persistently not meeting a child's basic physical and/or psychological needs. This can result in serious damage to their health and development. Neglect may involve a parent or carer not:

- providing adequate food, clothing or shelter
- supervising a child or keeping them safe from harm or danger (including leaving them with unsuitable carers)
- making sure the child receives appropriate health and/or dental care
- making sure the child receives a suitable education
- meeting the child's basic emotional needs – this is known as emotional neglect.

Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse.

In addition, you should be aware that there are many other ways in which children can be placed at risk of harm. These include:

1. **Race and hate crime**
2. **Radicalisation or Terrorism – Prevent** is a 'Safeguarding' process which is part of the UK Governments Counter Terrorism strategy to stop people from becoming radicalised or supporting all forms of terrorism.
3. **Bullying and Cyberbullying** – Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable. Bullying can happen anywhere – at school, at home or online. When bullying happens online it can involve social networks, games and mobile devices. Online bullying can also be known as cyberbullying.
4. Specialist circumstances such as **gang activity** or **serious violent crime**.
5. Abuse linked to **spiritual** and **religious beliefs**,
6. **Forced marriage or Honour based violence** - Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take" (DfE, 2019a)
7. **Female Genital Mutilation** – where cutting is a cultural practice in many areas of the world.
8. **Peer on Peer** abuse between a child and their peers. Both the victim and the perpetrator will need help and support.
9. **Children Missing in Education** – children who are 'hidden' at home or being denied a formal education
10. **Upskirting** - "taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm" (DfE, 2019a)
11. **Child Sexual Exploitation** - a type of sexual abuse. Young people may be coerced or groomed into exploitative situations and relationships. They may be given things such as gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities.
12. **Harmful Sexual Behaviour** - is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualised behaviour.
13. **Domestic Abuse** - is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality. It can include physical, sexual, psychological, emotional or financial abuse. Exposure to domestic abuse is child abuse. Children can be directly involved in incidents of domestic abuse or they may be harmed by seeing or hearing abuse happening. Children in homes where there is domestic abuse are also at risk of other types of abuse or neglect.
14. **Child Trafficking** - involves recruiting and moving children who are then exploited. Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another. Children who are



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trafficked experience many forms of abuse and neglect. Physical, sexual and emotional abuse is often used to control them and they're also likely to suffer physical and emotional neglect

## **Possible Signs of Abuse**

As teachers, teaching assistants and school support staff, we get to know individual pupils well.

This means we are in a strong position to note signs of abuse.

## **Recognition**

Identification of child abuse is difficult.

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

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

## **General Indicators**

Many of the signs that a child is being abused are the same regardless of the type of abuse. Anyone working with children or young people needs to be able to recognise the signs. These include a child:

- being afraid of particular places or making excuses to avoid particular people
- knowing about or being involved in 'adult issues' which are inappropriate for their age or stage of development, for example alcohol, drugs and/or sexual behaviour
- having angry outbursts or behaving aggressively towards others
- becoming withdrawn or appearing anxious, clingy or depressed
- self-harming or having thoughts about suicide
- showing changes in eating habits or developing eating disorders
- regularly experiencing nightmares or sleep problems
- regularly wetting the bed or soiling their clothes
- running away or regularly going missing from home or care
- not receiving adequate medical attention after injuries.
- Recurrent abdominal pains
- Recurrent headaches

These signs do not necessarily mean that a child is being abused. There may well be other reasons for changes in a child's behaviour such as a bereavement or relationship problems between parents or carers.

**ALWAYS** discuss your concerns with your person with designated responsibility for Child Protection.

The Designated Safeguarding Lead will keep confidential records of your concerns noting dates and incidents. Please ensure that factual information only is reported.



## **POSSIBLE INDICATORS OF NEGLECT**

Neglect can be difficult to identify. Isolated signs may not mean that a child is suffering neglect, but multiple and persistent signs over time could indicate a serious problem.

Some of these signs include:

- children who appear hungry - they may not have lunch money or even try to steal food
- children who appear dirty or smelly
- children whose clothes are inadequate for the weather conditions
- children who are left alone or unsupervised for long periods or at a young age
- children who have untreated injuries, health or dental problems
- children with poor language, communication or social skills for their stage of development
- children who live in an unsuitable home environment.

## **POSSIBLE INDICATORS OF PHYSICAL ABUSE**

All children have trips, falls and accidents which may cause cuts, bumps and bruises. These injuries tend to affect bony areas of their body such as elbows, knees and shins and are not usually a cause for concern.

Injuries that are more likely to indicate physical abuse include:

### **Bruising**

- bruises on babies who are not yet crawling or walking
- bruises on the cheeks, ears, palms, arms and feet
- bruises on the back, buttocks, tummy, hips and backs of legs
- multiple bruises in clusters, usually on the upper arms or outer thighs
- bruising which looks like it has been caused by fingers, a hand or an object, like a belt or shoe
- large oval-shaped bite marks.

### **Burns or scalds**

- any burns which have a clear shape of an object, for example cigarette burns
- burns to the backs of hands, feet, legs, genitals or buttocks.

Other signs of physical abuse include multiple injuries (such as bruising, fractures) inflicted at different times.

If a child is frequently injured, and if the bruises or injuries are unexplained or the explanation doesn't match the injury, this should be investigated. It's also concerning if there is a delay in seeking medical help for a child who has been injured.

## **POSSIBLE INDICATORS OF SEXUAL ABUSE**

There may be physical signs that a child has suffered sexual abuse.

These include:

- anal or vaginal soreness or itching
- bruising or bleeding near the genital area
- discomfort when walking or sitting down
- an unusual discharge
- sexually transmitted infections (STI)
- pregnancy.



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Changes in the child's mood or behaviour may also cause concern. They may want to avoid spending time with specific people. In particular, the child may show sexual behaviour that is inappropriate for their age.

For example:

- they could use sexual language or know things about sex that you wouldn't expect them to
- they might become sexually active or pregnant at a young age.
- Sexual play/masturbation which is judged to be inappropriate to a child's age, development and circumstances
- Sexually abusive behaviour towards other children, particularly those younger or more vulnerable than themselves

### **POSSIBLE INDICATORS OF EMOTIONAL ABUSE**

Some children are naturally quiet and self-contained whilst others are more open and affectionate. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child or are particularly unusual for their stage of development.

Some indicators of emotional abuse are:

- use language, act in a way or know about things that you wouldn't expect for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends
- fear making mistakes
- fear their parent being approached regarding their behaviour
- self-harm.
- Abnormally passive, lethargic or attention seeking behaviour
- Specific habit disorders eg faecal smearing, excessive drinking, eating unusual substances, self-harm
- Severely delayed social development, poor language and speech development not otherwise explained.
- Excessively nervous behaviour such as rocking or hair twisting
- Low self-esteem

We must not be **overly suspicious or intrusive**: We all have days when we are not our usual selves and we need to avoid jumping to premature conclusions about the reasons for a particular mood or piece of behaviour on the part of a child. Equally, we do need to be vigilant and remember that it is our responsibility to protect the child; we do not have to have proof of abuse, just reasonable grounds for suspicion.

### **Child Sexual Exploitation**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.



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## **Possible Indicators Of Child Sexual Exploitation**

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education

## **Possible Indicators of Serious Violent Crime or gangs**

- Children who have increased absence from school,
- Children who have changes in friendships or relationships with older individuals or groups
- Children showing a significant decline in performance
- Children showing signs of self-harm or a significant change in well-being
- Children showing signs of assault or unexplained injuries.
- Children with unexplained gifts or new possessions

## **Compromised Care**

Sometimes children need to be safeguarded due to the impact of factors which reduce their parent or carer's ability to care for them. This can have severe consequences for the child if it is not identified or no action is taken. Compromised care may arise due to:

## **Domestic Abuse**

Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between those aged 16 or over who are, or have been intimate partners or family members regardless of gender or sexuality (Cross Government definition 2013) Controlling behaviour refers to a range of acts designed to make a person subordinate and/or dependent for example by isolating them from sources of support, or depriving them of the means needed for independence. Coercive behaviour refers to an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten the victim. Domestic Abuse can occur across the whole of society regardless of race, ethnicity, religion, social class, age, income or where a person lives. This revised definition also acknowledges the increasing incidents identified between young people in their personal relationships, both with partners and parents/carers.

All staff who work with children and families should be:

- Alert to the relationship between domestic abuse and the abuse and neglect of children.
- Aware that experiencing domestic abuse (directly or indirectly) constitutes harm to a young person.

There is clear evidence that domestic abuse increases the risk of harm to children.

## **Mental illness of parent or carer:**

If a parent or carer has a mental illness, it is important not to make assumptions or generalise that this will impact on the child. However, assessment is important as there may be times when due to the effects of the illness on the parent or carer's behaviour or the effects of medication, there is a possibility that some children may be adversely affected or be at risk of harm. In a small number of cases, children may even be at risk of very serious harm or death.

## **Drug or alcohol misuse of parent or carer:**

If a parent or carer misuses drugs or alcohol, this may impact on their capacity to look after children in their care. It is important not to generalise or make assumptions in this respect. However, some substances may induce behaviour that increases the risk of harm or neglect to the child. The child's safety may also be compromised in other ways. There is evidence that



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substance and or alcohol misuse in pregnancy can have a serious effect on the development of the unborn child.

### **Learning disability of parent or carer:**

If a parent or carer has a learning disability, assumptions should not be made about their capacity to parent effectively. Specialist assessment is recommended and Adult Learning Disability Services should provide valuable input in to assessments relating to any child affected by this issue. Children may be particularly vulnerable where both parents/carers have a learning disability, as the parents may need support to develop their understanding, resources, skills and experience to meet the needs of their children. Also, there is recognition of an increased risk of sexual abuse by men who target mothers with learning disabilities.

### **Radicalisation**

Radicalisation simply means the process where someone is lead to adopt extreme political, social or religious ideals and aspirations.

### **Persistent offending behaviour:**

If a parent or carer is involved in persistent offending behaviour the child's safety may be compromised. For example, the child's home may be the target of violent attack or there may be a constant flow of people coming into the home where it may be unclear who is providing care for the child, and where individuals who pose a risk of harm may have access to the child.

### **Hidden adults**

The concept of Invisible/Hidden adults refers to adults who are present in the lives of vulnerable children who may present a risk to the child because their presence is new and/or transitory. Often these adults are actively concealed by the main care giver and can be disregarded in professional assessments due to lack of assessment skills or active avoidance by professions as a result of threats or intimidation. Often these adults are not engaged by professionals working with the family.

Children and young people may, because of one or more of the factors highlighted above, take on the role of a 'young carer' to support an adult in the family, this could be a parent or main carer. If a child is expected to take on a role which is normally considered to be beyond their age capability then safeguarding concerns might be identified.

- Take on a practical role to help a parent or carer
- Take on a practical role in helping a sibling
- Feel the emotional impact of a parent or carer having to spend excessive time with a sibling who needs caring for
- Be isolated and not able to access universal services due to parent or carer being committed to other sibling in the family who need caring for.

### **Honour Based Violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt staff should speak to the designated Safeguarding Lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.



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## **FGM**

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

## **PREVENT**

PREVENT is about keeping people and communities safe from the threat of terrorism. It aims to stop people becoming terrorists or supporting terrorism and provides guidance for local authorities on their duties within the Counter Terrorism and Security Act 2015. It is one of four elements of CONTEST, the UK Government's counter-terrorism strategy.

## **Children with SEN and Disabilities**

For children with SEN and disabilities, their SEN or disability needs are often seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should think about that being a sign of potential abuse, and not see it as simply part of their disability or SEN.

## **Peer on Peer abuse**

Peer on Peer abuse includes bullying, physical abuse, sexual violence, sexual harassment, sexting and so-called initiation ceremonies between children and their peers. Incidents must be taken seriously and reported immediately to a Designated Safeguarding Lead. It should never be classed as 'banter' or part of growing up.

## **Roles and Responsibilities**

The roles, responsibilities and accountabilities you have with regard to safeguarding children be explicit in your job/role description.

Everyone has a responsibility to safeguard and promote the welfare of children. This includes:

- Being alert to the indicators of child abuse and neglect
- Being aware of and following school policies and procedures at all times
- Knowing who the Safeguarding Officers are to contact for help advice and support
- Seeking advice as appropriate and from the appropriate professionals
- Ensuring contemporaneous records are kept at all times and record keeping is factual.



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## **Dealing with disclosures**

The child may have been plucking up courage to speak to you for a long time; he/she has probably chosen you because you have built up a positive relationship with her/him. It is important that the member of staff to whom the disclosure is made reacts in a supportive and reassuring way; yet it is important to remember that we all have statutory responsibilities in this area and that the initial disclosure could end up with a criminal prosecution. This short clip by the NSPCC may help you with disclosures. It is called Responding to a Child's Disclosure of Abuse by the NSPCC:

<https://www.youtube.com/watch?v=bvJ5uBIGYgE>

The following notes aim to help you deal effectively with disclosures;

### **Receive**

- **Listen to the child. If you are shocked by what they tell you, try not to show it. Take what they say seriously. Children rarely lie about abuse and to be disbelieved adds to the traumatic nature of disclosing.**

### **Reassure**

- **Stay calm and reassure the child that they have done the right thing in talking to you. It's essential to be honest with the child, so don't make promises you may never be able to keep like 'Everything will be all right now'.**

- **DO NOT promise confidentiality: you have a duty to refer a child who is at risk.**

- **Try to alleviate any feelings of guilt that the child displays. For example, you could say: 'You're not to blame' or 'You're not alone, you're not the only one this sort of thing has happened to'.**

### **React**

- **DO NOT ask 'leading' questions such as 'What did he do next?' (this assumes that he did!). Such questions may invalidate your evidence (and the child's) in any later Prosecution in court. Instead ask open questions like: 'Anything else to tell me?', 'Yes?' or 'And .. ?'**

- **There is always the danger that the process of investigation could become abusive in itself and we need to strike a delicate balance between eliciting sufficient information to make a referral and subjecting the child to a stressful interview.**

- **Make brief notes as soon as possible after the disclosure. Make them as objective and factual as possible. Remember they may be needed by the Police.**

- **DO NOT ask the pupil to repeat everything to another member of staff as this will add to the trauma.**

- **Explain what you have to do next and whom you have to talk.**



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- **Inform the designated teacher for safeguarding and child protection. Speed is of the essence.**

- **Make it clear that, whatever happens, school staff will be there to offer support.**

After the disclosure, you may well need to talk to someone else to unburden yourself and come to terms with the emotions and feelings you have been experiencing. You can unburden yourself to any of the Designated Safeguarding Leads.

## **Safeguarding One's Professional Integrity**

The following section is based mainly on NEOST (National Employers Organisation for School Teachers and Staff) Guidance about conduct for all school staff which was issued in 2002.

Nationally, allegations of abuse against teachers have risen over the past few years and these guidelines try to point out potential areas of risk which need to be avoided as far as possible. Equally, we as members of staff are in a unique position to help and support certain vulnerable individuals and most concerned and caring staff will, at some time in their career, be taken into the confidence of a child and therefore automatically be involved in sensitive and potentially controversial areas. We should value this unique position whilst simultaneously recognising that it can place us in a potentially vulnerable situation.

It is important to adhere to the protocols outlined in our staff handbook.

### **Child Abuse**

All staff should be familiar with the school's Safeguarding and Child Protection Policy and the procedures to be followed.

### **Other procedures and guidance**

Staff should be familiar with the school's policies about the use of reasonable force to control or restrain pupils and the procedures that should be followed if a pupil needs first aid or medical attention.

## **GUIDELINES FOR STAFF**

### **1. Private meetings with pupils**

a) Staff and volunteers should be aware that private meetings with individual pupils may give rise to concern. There will be occasions when a confidential interview or a one-to-one meeting is necessary but, where possible, such interviews should be conducted in a room with visual access, or with door open, or in a room or area which is likely to be frequented by other people, and pupil or adult should be present or nearby. Where such conditions cannot apply, staff should ensure that another adult know that the interview is taking place.

b) Meetings with pupils away from the school premises should never be arranged or, in extraordinary circumstances, only be arranged with the specific approval of the headteacher and with a second member of staff with you – preferably a member of the Leadership Team.



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## **2. Physical contact with pupils**

a) Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well intentioned informal and formal gestures such as putting a hand on the shoulder or arm, can, if repeated regularly, lead to a serious questions being raised. As a general principle staff must not make gratuitous physical contact with their pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils. It is worth also noting that we have a Communications Department at Orchard Academy and unwanted touch, anywhere on a child, may result in sensory overload or may provoke a reactive response by that child which may unsettle them.

b) Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this both to protect their own position and the overall reputation of the school.

## **3. Where physical contact may be acceptable**

a) There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is, and what is seen to be by others present, normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Where a member of staff has a particular concern about the need to provide this type of care and reassurance he/she should seek advice from the Headteacher.

b) There may be occasions where it is necessary for staff to restrain a pupil physically to prevent him/her from inflicting injury to others or self-injury damaging property, or causing disruption. Physical restraint should only be used when all other de-escalation techniques have not worked or when the child's behaviour places themselves or others in physical danger. In such cases only use the minimum force necessary to restrain the pupil. **Only staff who has received Team Teach training can restrain a pupil.** Where any employee has taken action to physically restrain a pupil he/she should make a written report of the incident in the Bound and Numbered book which is kept locked in the safeguarding drawer.

## **4. Caring for pupils with particular problems**

a) Staff who have to administer first aid should ensure wherever possible that other children or another adult are present if they are in any doubt as to whether necessary physical contact could be misconstrued.

b) Wherever possible staff that has to help children with toileting difficulties should be accompanied by another adult and pupils should, wherever possible be encouraged to change themselves. It is accepted that there will be some situations where pupils will present particular problems for staff and the emphasis will be on what is reasonable in all circumstances.

## **5. Relationships and attitudes**

a) All staff should clearly understand the need to maintain appropriate boundaries in their dealings with pupils. Intimate or sexual relationships between staff and pupils will be regarded as a grave breach of trust and any sexual activity between a member of staff and a pupil under 18 years of age may be a criminal offence.

b) All staff should ensure that their relationships with pupils are appropriate to the age and gender of the pupils, and take care that their language or conduct does not give rise to comment of speculation. Attitudes, demeanour and language all require care and



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thought, particularly when members of staff of either sex are dealing with adolescent boys and girls.

c) From time to time staff may encounter pupils who display attention seeking behaviour, or profess to be attracted to them. Staff should aim to deal with those situations sensitively and appropriately, but must ensure that their behaviour cannot be misrepresented. In these circumstances, the member of staff should also ensure that the Headteacher or a senior colleague is aware of the situation.

## **6. Where conversation of a sensitive nature may be appropriate**

a) Staff have a pastoral responsibility for pupils and in order to fulfil that role effectively there will be occasions where conversations will cover particularly sensitive matters. Staff must, in these circumstances, use their discretion to ensure that, for example, any probing for details cannot be construed as unjustified intrusion.

b) Other staff in school may, from time to time be approached by pupils for advice. Pupils may also appear distressed and staff may feel the need to ask if all is well. In such cases staff must judge whether it is appropriate for them to offer counselling and advice or whether to refer the pupil to another member of staff with acknowledged pastoral responsibility for the particular pupil.

## **7. Inappropriate comments and discussions with pupils**

a) As with physical contact, comments by staff to pupils either individually or in groups can be misconstrued. As a general principle, therefore, staff must not make unnecessary comments to and/or about pupils which could be construed to have a sexual connotation. It is also unacceptable for staff to introduce or to encourage debate amongst pupils in class, or elsewhere, which could be construed as having a sexual connotation that is unnecessary given the context of the lesson, or the circumstances. At the same time, it is recognised that a topic raised by a pupil is best addressed rather than ignored.

b) Systematic use of insensitive, disparaging or sarcastic comments are also unacceptable.

## **8. Extra-curricular activities**

a) Staff should be particularly careful when supervising pupils in extra-curricular activities, or a residential setting such as a ski trip, outdoor education camp or extended visit away from home. Typically a less formal approach than usual is appropriate in these settings, but that can be open to misinterpretation. Although a more informal approach is usual in such circumstances, the standard of behaviour expected of staff will be no different from the behaviour expected within school.

b) Staff should take care in receiving or giving gifts to pupils which could be misunderstood. Gifts to individual pupils from staff will be exceptional and should be assessed against the school's policy or by a senior member of staff. Inappropriate gifts from pupils should be reported and reported as described in paragraph 9 below.

c) Giving lifts to pupils is generally not advisable without parental consent. The situation would leave you open to allegations that are difficult to refute. If you ever do give a pupil a lift, you need to ensure that your car insurance covers 'Business usage'.



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## **9. Reporting incidents**

Following any incident where a member of staff feels that his/her actions have been or may be, misconstrued he/she should discuss the matter with the Headteacher. Where it is agreed with the Headteacher the member of staff or volunteer should provide a written report of the incident. A detailed written report should always be made if a member of staff had been obliged to restrain a pupil physically, or where a complaint has been made by a pupil, parent or other adult. The Designated Safeguarding Lead will use the Managing Allegations Policy as guidance where an allegation has been made and will report any incidents to the Local Authority Designated Officer (LADO)

### **Staff Support**

It is acknowledged that having to deal with a safeguarding concern can be distressing for some people. Your safeguarding officers will provide you with support and signpost you to additional support if necessary.

**Multi Agency Safeguarding Hub (MASH)**

**01908 253169**

**01908 253170**

**Chris Akpakwu – Safeguarding Governor**

**01908 670681**

**Jo Clifford –  
Local Authority Designated  
Officer (LADO)**

**01908 254300**

### **Glossary**

#### **Contemporaneous:**

When there is a requirement for contemporaneous records to be made, it means that the records are made as soon as possible after the event occurred; this would be on the same day in most circumstances.

#### **DSL**

Designated Safeguarding Lead

This person is the point within school to report all disclosures, allegations or concerns regarding the child.

#### **Disclose:**

This means when someone tells you that they, or someone else, is being harmed in some way.

#### **Grooming:**

This refers to actions deliberately undertaken by someone to form a trusting relationship with a child, with the intent of later having sexual contact with that child. Grooming can also occur using ICT. The Sexual Offences Act 2003 makes it an offence to arrange a meeting with a child, for oneself or someone else, with the intent of sexually abusing the child.

#### **Hate Crime:**

A hate crime is any criminal offence which is perceived, by the victim or any other person, to be motivated by a hostility or prejudice based on a person's race or perceived race, religion or perceived religion, sexual orientation or perceived sexual orientation, disability or perceived disability, prejudice against a person who is transgender or perceived to be transgender.



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### **LADO: Local Authority Designated Officer: 01908 254300**

The LADO is located within the Safeguarding Children Unit and is responsible for advising and supporting procedures for managing allegations against people who work with children. The LADO should be alerted to all cases in which it is alleged that a person who works with children has:

- Behaved in a way that has harmed, or may have harmed a child
- Possible committed a criminal offence against children, or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

### **LSB: Local Safeguarding Board**

These are statutory bodies that replaced the Area Child Protection Committees. Every local authority has an LSCB (ours is MKB/Mk together) to coordinate and ensure the effectiveness of local arrangements and services to safeguard and promote the welfare of children. There is a list of core agencies that must by law be represented on the LSB.

## **Further Reading**

Bullying & Cyberbullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Child Sexual Exploitation

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Department of Education Keeping Children Safe In Education September 2020

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Domestic Violence

<https://www.gov.uk/government/collections/domestic-abuse-bill>

Drugs

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

FII

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

Faith Abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

FGM

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Gender Based Violence

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>

Hate

<http://educateagainsthate.com/>

Mental Health

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

NSPCC

<https://www.nspcc.org.uk/>

Preventing Radicalisation



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<https://www.gov.uk/government/publications/prevent-duty-guidance>

Trafficking

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Working Together to Safeguard Children 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

EMAT Safeguarding Policy

<https://www.orchardacademymk.co.uk/831/key-information/category/16/trust-policies>



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# Safeguarding Children – Checklist

**This checklist should be completed and returned to Sam James. All safeguarding information is found on MY Concern.**

Checklist Action	Date completed and your signature
I have read the Guidelines on Safeguarding and Child protection and Keeping Children Safe in Education Part 1 (2020) and Annex A.	
I have read the EMAT Whistleblowing policy (in My Concern under Local Policies) and understand how to proceed if I have a concern about a member of staff.	
I am aware that where I have access to confidential information about children or their parents or carers that I must not reveal such information except to those colleagues who have a professional role in relation to the child.	
I am aware of the names and contact details for the Safeguarding Lead(s) within Orchard Academy.	
I am aware of where to access the Safeguarding Children procedures within school, which I must refer to if I have a concern about the welfare of a child.	
I am aware that all policies relating to Safeguarding are on the school website and that it is my own professional responsibility to read the documentation and familiarise myself with its content.	

Name .....

Position .....

Designated Safeguarding Lead Signature .....

Date .....