



Maldon Court Preparatory

School

A6 SAFEGUARDING

Child Protection Policy

This Policy applies to all pupils at Maldon Court Preparatory School including those in the EYFS

May 2017

Safeguarding – School Contact Numbers

Name of the School:	Maldon Court Preparatory School
Location	Silver Street Maldon, Essex
Principal	Mrs Loraine Guest B.Ed (Hons)
Headteacher	Mrs Elaine Mason
Child Safeguarding Officers	Mrs Loraine Guest. (DSL) School House Tel: 01621 853529 Mrs Elaine Mason (Deputy DSL) 01621 853529 Mrs Jenny Burrett (Board of Visitors)07960 863079 The above persons will ensure that mechanisms are in place to assist staff to understand and discharge their roles and responsibilities for child protection.
Child Safeguarding Team	Mrs Loraine Guest - DSL Mrs Elaine Mason Deputy DSL Mrs Coralie Saggs Assistant Headteacher and EYFS leader Mrs Lynne Baines Nursery Manager

Safeguarding – Specialist Contact Numbers

Local Safeguarding Children Board	01245 736744
Local Safeguarding Advisor: Jo Barclay	033101 31078 jo.barclay@essex.gov.uk
Initial Response Team - children at risk	0845 603 7627 IRT priority
Children in Need	0845 603 7627 IRT referral
Out of Hours IRT	0300 123 0779 emergency.dutyteamoutofhours@essex.gov.uk
Local Authority Designated Officer (LADO): Carole Fuller	01245 436744
Essex Children’s Social Care	0845 606 1212 childrens.safeguarding@essex.gov.uk
Police Central Referral Unit (FGM concerns)	101 0800 555 111 – Crimestoppers (anonymous) 0300 333 444 - Maldon Police
Police – Prevent (<i>extremism</i>)	101: 02073407264: staff advice counter-extremism@education.gsi.gov.uk

Contacts for Safeguarding in

Essex:



All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accord with their needs

Children and young people with needs at Level 4 of the windscreen

(Specialist)

[Monday – Thursday: 8.30am – 5.00pm / Friday: 8.30am – 4.15pm]

To make a referral, contact the Initial Response Team (IRT)

Telephone: 0845 603 7627 – ask for IRT **but specify whether you want**

1. The IRT Priority Referral line (for urgent referrals – if a child needs 'immediate protection')
2. The IRT Referral Line (for non-urgent referrals)
3. If you have concerns about a child but would like to discuss these with a Social Worker and seek advice about whether a referral is appropriate, you can contact the Initial Response Team Consultation Line on the same phone number, but specify that you want the IRT Consultation Line.

PRIORITY REFERRALS SHOULD ALWAYS BE REFERRED BY TELEPHONE (if child needs 'Immediate protection'). The ECC999 may be used to make a referral (unless there is immediate risk) or to confirm a referral made by telephone – this can be sent to IRT by e-mail, fax or post. The document will have to be password protected if not sent via the GCSX e-mail address.

Email: initialresponseteam@essex.qcsx.gov.uk

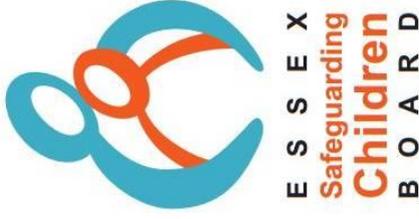
Post: Initial Response Team, Essex House, 200 The Crescent, Colchester, Essex CO4 9YQ

Fax: 01206 851844 or 01206 844981

For referrals outside the hours of Monday – Thursday: 8.30am – 5.00pm / Friday: 8.30am – 4.15pm:

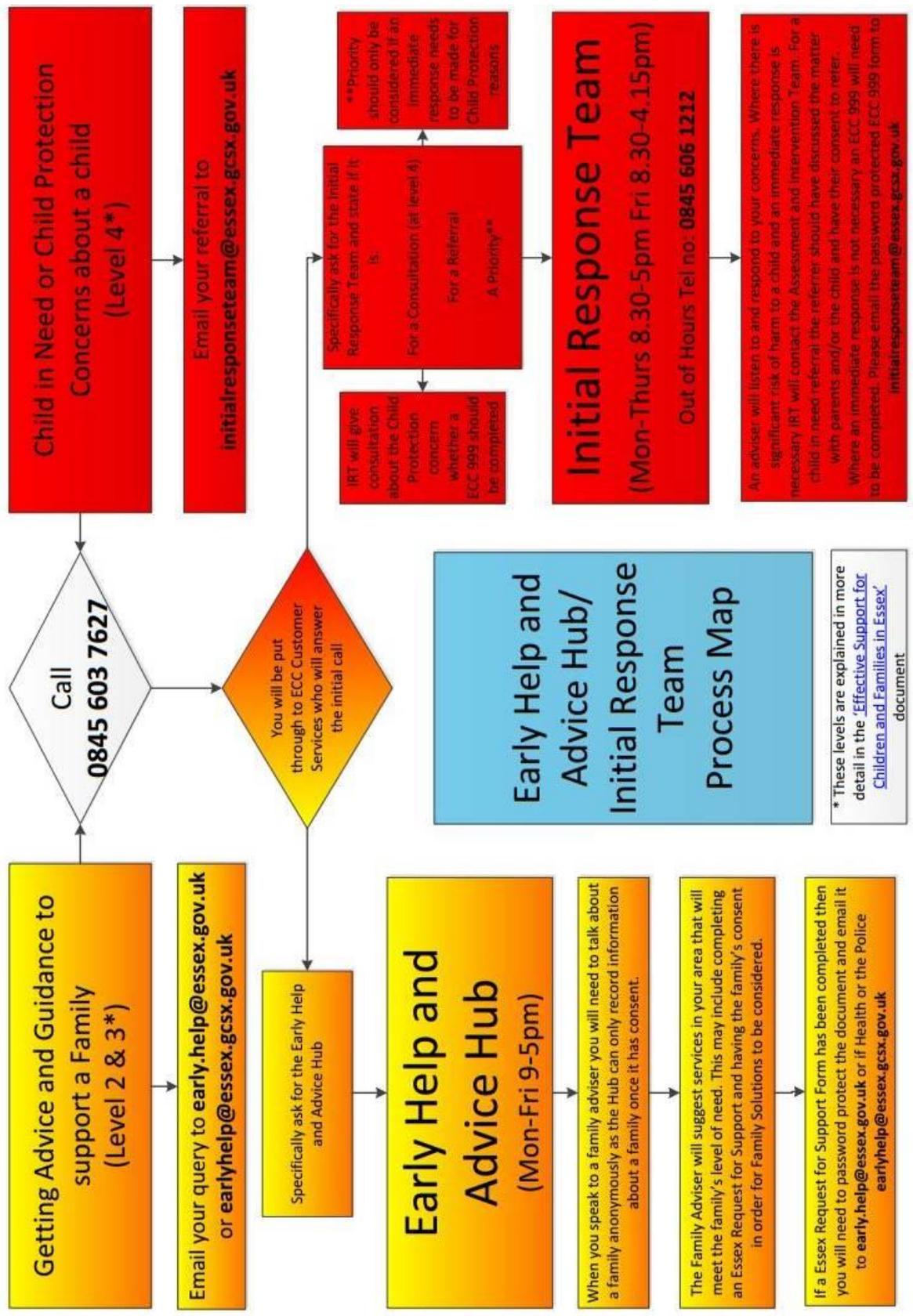
The Essex Effective Support Windscreen

Multi Agency Guidance: Working in partnership to help children and families improve their lives

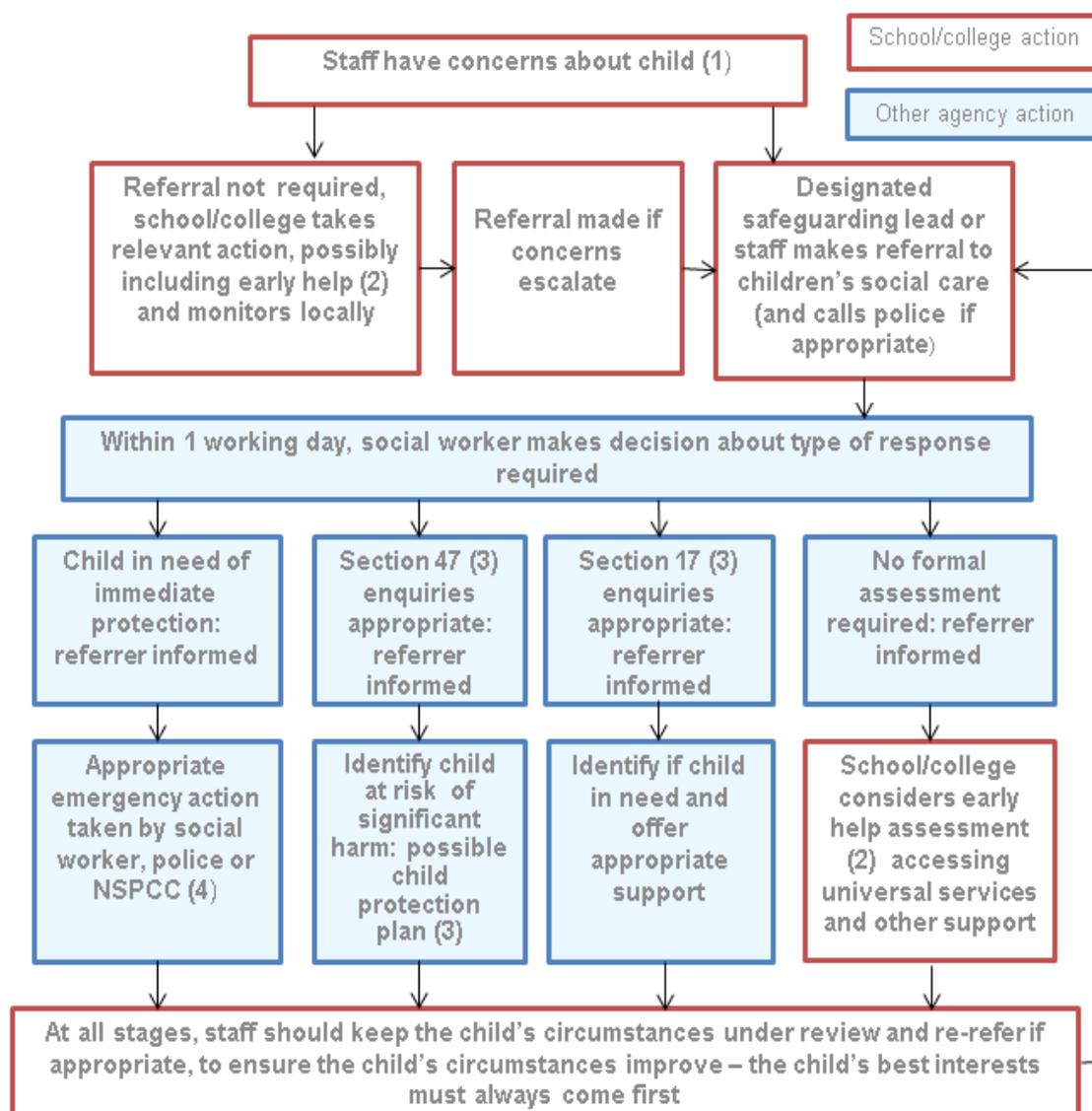


Document version 0.5
0513 4194

All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accord with their needs



Actions where there are concerns about a child



SAFEGUARDING POLICY 2016

Contents

Statement of Intent

Responsibilities of the Proprietors

Inter Agency Working

Roles and Responsibilities

School Ethos

Legislative Framework

Professional Confidentiality

Records and Monitoring

Attendance at meetings

Supporting Vulnerable Pupils

Understanding Child Abuse

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Child Sexual Exploitation
- Neglect
- Female Genital Mutilation (FGM)
- Radicalisation
- Children missing from Education

Recognising and Responding to Abuse

- Indicators of Physical Signs of Abuse
- Indicators of Emotional signs of Abuse
- Indicators of Possible Sexual Abuse

- Indicators of Child Sexual Exploitation
- Indicators of Neglect
- Indicators of Female Genital Mutilation (FGM)

Allegations of Physical, Emotional or Sexual Abuse

What to do once a child has talked to you about abuse

- Abuse at home
- Abuse by another pupil at school

How to respond to a Child wanting to talk about Abuse

Allegations against a member of Staff

EYFS

The Appointment of Staff to Maldon Court Preparatory School

Safer Recruitment Practices

Records and Monitoring

Appendices

STATEMENT OF INTENT

Maldon Court Preparatory School takes seriously its responsibility to protect, safeguard and promote the welfare of children in their care. “The welfare of children is paramount” (Children Act 1989). Section 157 of the Education Act 2002 for Independent Schools places statutory responsibility on the Proprietor to have policies in place that safeguard and promote the welfare of children who are pupils at this school. They will ensure that they comply with their duties under legislation and must have due regard to KCSIE (Sept 2016) including having policies, procedures and training that comply with the law at all times. The proprietors of Maldon Court Preparatory School have also appointed a Board of Visitors with one member being on the Child Protection team who is kept abreast of all safeguarding issues, approves the policy and keeps checks on regulatory compliance.

At Maldon Court Preparatory School every step is taken to safeguard children and to give them an environment which is secure and in which they can thrive and develop. The school’s child Safeguarding Policies set out procedures for staff identifying concerns to refer to the appropriate Child Safeguarding Officer or Agency. The school takes its responsibility to work together with key agencies extremely seriously and will refer any concerns immediately.

Everyone who comes into contact with children at this school has a duty to safeguard them. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child. (KCSIE 2016). Here at Maldon Court staff are valued for their commitment to ensuring that children are safe at all times. It is of the utmost importance therefore that all staff feel able to raise concerns including questioning the practice of safeguarding issues within the school - as stated in the school’s whistle-blowing policy.

The school differentiates between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies as referenced in the ‘Essex Effective Support Windscreen’ (page 3) and the guidance given in ‘Effective Support for Children and Families in Essex.’ Some children, either because of their own additional needs or because of less advantageous circumstances (e.g parental dependance on alcohol, drugs etc) get additional support to help them in difficult circumstances. Children whose needs are intensive receive a co-ordinated multi disciplinary approach where everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Our school works closely to ensure that all needs are met.

All safeguarding policies can be accessed on the school website and the document ‘Keeping Children Safe in Education’ (DfE July 2016) MUST be read in conjunction with this policy. It is kept as an appendix to this Child Protection policy.

When a child joins Maldon Court from another school, a letter will be sent to the previous school asking for any Child Safeguarding records to be forwarded immediately.

Any deficiencies or weaknesses in the school’s Child Safeguarding arrangements will be remedied without delay.

Statutory Framework : Responsibilities of the Proprietors

The proprietors will ensure that they comply with the duties under their legal obligations. They will have regard to the guidance of Keeping Children Safe in Education (2016) and The Education Act 2002 (Section 157 for Independent Schools) to ensure that all policies, procedures and training at Maldon Court Preparatory School are effective and comply with statutory guidelines at all times.

Inter Agency Working

The proprietors will ensure that the school contributes to the interagency working in line with the statutory guidance: Working Together to Safeguard Children WT (2015) and Keeping Children Safe in Education KCSIE (Sept 2016). The Proprietors will ensure that their safeguarding arrangements take into account the procedures and practice of Essex LA as part of the inter-agency safeguarding procedures set up by the Essex Safeguarding Children Board ESCB. **In Essex, all professionals must work in accordance with the SET Procedures (ESCB 2016)**

Maldon Court will allow access for children's social care from ECSB and where appropriate for them to conduct a section 17 or a section 47 assessment.

Our school works in accordance with the following legislation and guidance:

Children Act 1989

Children Act 2004

Keeping Children Safe in Education (KCSIE 2016)

Working Together (HMG 2015)

Effective Support for Children and Families in Essex (ESCB 2015)

The Prevent Duty (2015)

Child sexual Exploitation (Essex Police 2015)

Zero Tolerance to FGM (Essex Police 2015)

What to do if you are worried a child is being Abused (DfE 2015)

Family Operations Support for Families

Children missing education

Roles and Responsibilities

The Headteacher and Proprietors will ensure that the policies and procedures concerning referrals of cases of suspected abuse or neglect are followed by all staff. One of the proprietors, Mrs Loraine Guest, fulfils the role of Designated Safeguarding Lead. (DSL) She will liaise with the local authority and work with other agencies in line with WT (2015). The deputy DSL will act with authority in the absence of the DSL. The DSL will be a source of advice and support for staff in child protection issues and ensure that timely referrals to Essex Children's Social Care (Family Operations Hub) are made in accordance with SET procedures.

If at any point there is a risk of immediate harm to a child a referral will be made to Children's Social Care (LADO) immediately: anyone can make the referral. If anyone

other than the DSL makes the referral they should inform the DSL as soon as possible. The local children's social care number for this area is 0345 603 7627 If a crime has been committed, the police should be informed.

The Headteacher and Proprietors will ensure that all members of staff have the skills, knowledge and understanding to keep children safe who are looked after by the local authority if such children are on the school roll.

They will also ensure that staff have the training that gives them the knowledge and confidence to identify children at risk of radicalisation. The following sites;

www.saferinternet.org.uk

www.thinkuknow.co.uk

have the latest resources.

The DSL will ensure that visiting speakers are suitable and appropriately supervised.

Vetting checks are not necessary on visitors to the Headteacher or other staff or those that have brief contact with children in the presence of a teacher; visitors carrying out repairs or servicing equipment and those on site when children are not present. All visitors to the site will be told our safeguarding arrangements and obligations to safeguard the children in our care.

The DSL, Headteacher and EYFS leader will undergo updated Level 3 Child Protection training every two years or sooner if statutory guidance is changed or additional guidance given. All staff members training will be updated in line with advice from the LSCB but, as good practice, this is timetabled at the beginning of the autumn term or when new guidance is given – whichever is the earliest. All staff will receive safeguarding and child protection updates via e-bulletins from the DSL and staff meetings. All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information to support early identification and in some cases act as the lead professional in undertaking an early help assessment. If early help is appropriate the case should be kept under constant review and consideration given to a referral should the situation not appear to improve. All staff should be aware of the process for making referrals to children's social care and for statutory assessments that may follow a referral and the role that they might be expected to play in such assessments.

The DSL will present the updated Child Protection Policy annually to the SLT and Board of Visitors detailing any changes to policy and procedures and training by all staff. They will assess whether the policy has been discharged effectively.

The DSL undertakes annually the ESCB School Safeguarding Audit in line with responsibilities under Education Act 2002 (Section 157 for Independent Schools)

This policy applies to all pupils, staff, parents, volunteers, students and visitors to our school. We recognise that we are an agent of referral and not of investigation.

School Ethos

Our school is committed to keeping children safe and aims to:

- Create a culture of vigilance where our pupils grow up in circumstances consistent with safe and effective care; and take action to enable children to have the best outcomes.

- Establish and maintain an environment where pupils feel safe and secure (as stated in our Anti Bullying policy) and are encouraged to talk and are listened to. Pastoral care is paramount and all pupils are made aware of continued support throughout their time in school. (Pastoral Care Policy) They know that there are adults within the school that they can approach at any time if they are in difficulty or have worries inside school or at home.
- Prevent impairment of children's health or development by ensuring that pupils receive the right help at the right time to address risks and prevent issues escalating.
- The proprietors will ensure that appropriate filters and monitoring systems are in place being mindful that 'overblocking' does not lead to unreasonable restrictions as to what they can be taught with regards to online teaching and safeguarding.
- Facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government.
- Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law and individual liberty. (as stated in Curriculum Policy)
- Protect children from harm and ensure that they promote the school aims with regard to kindness, courtesy and respect for others and show tolerance and understanding of others from all races, religions (or none), disability and sexual orientation as in aims of the school.
- Teach safeguarding as part of a broad and balanced curriculum through Assemblies, PSHE and RE lessons and integrate into the ethos of the school. E-safety is an important part of the curriculum (see the E-Safety policy regarding teaching) and parents are also invited into school for information evenings on this subject (as per Teaching and Learning Policy and e- safety policy)
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, where possible, open and honest effective working relationships will be made with parents and colleagues from partner agencies. (Parents Handbook, website and advice meetings)
- Keep up to date and informed in all matters relating to the Safeguarding of children in our care. Two dedicated websites linked to preventing Radicalisation are: 'Lets talk about it' and Educate against Hate.' Also refer to Essex Schools info link.

Safer Recruitment Practices

As stated in the school's Safer Recruitment policy, Maldon Court follows the government's recommendations for the safer recruitment and employment of staff who work with children. **The Proprietor and Senior Management are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children.** All members of teaching and non-teaching staff at school, including part time staff, temporary and supply staff are checked with the DBS before starting at the school. **All volunteers who work regularly during term time are vetted and appropriately supervised in school.**

All members of staff are required to sign a self declaration form in line with the Disqualification under the Child Care Act 2016

Code of Conduct for staff

New members of staff and volunteers are given copies of the school's Child Protection Policy and asked to sign that they have read and understood it. Discussion of the procedures set out in that document forms a vital part of our induction process. The Safeguarding induction will include Part I and Annex A of the KCSIE (2016) a copy of Prevent 2015, whistleblowing policy and acceptable use of ICT. All staff will have access to advice and guidance on the boundaries of appropriate behaviour and conduct including use of social media. These form part of the Maldon Court induction and are referred to in the Staff Handbook/Code of Conduct.

Legislative Framework

Child Protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Essex Safeguarding Children Board (ESCB)

In Essex, all professionals must work in accordance with the SET procedures (ESCB 2016). Our school also works in accordance with the statutory guidance Keeping Children Safe in Education (DfE Sept 2016) with Working Together (DfE 2015) and Effective Support for Children and Families in Essex (ESCB 2013)

As of July 2015, the Counter-Terrorism and Security Act (HMG 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in exercise of their functions to have "due regard to the need to prevent people from being drawn into terrorism." This duty is known as the Prevent duty. It requires schools to:

- Teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion.
- Be safe places in which children/young people can understand and discuss sensitive topics including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.
- Be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Maldon Court Preparatory School works in accordance with the Prevent Duty and approaches this issue in the same way as any other Child Protection matter. Any concerns that one of our pupils is at risk in this respect will be referred to Children's Social Care in line with SET procedures.

As of October 2015, the Serious Crime Act 2015 (Home Office 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue and in line with existing local safeguarding procedures.

PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil and will not agree with a pupil to keep a secret as, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

Staff are informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way is held and treated confidentially.

Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children. The opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and the child protection policy.

RECORDS AND INFORMATION SHARING

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. The Data Protection Act of 1998 is not a barrier to sharing information where failure to do so would result in a child being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will make an accurate record as soon as possible noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the Designated Safeguarding Lead (or Deputy) who will decide on appropriate action.

Any file notes are kept in a confidential child protection file (which is separate to the pupil file) in chronological order. All child protection records are stored securely and confidentially and will be retained for **25 years after the pupil's date of birth**. (in line with ECC policy).

If a pupil transfers from our school to another, their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead, with a return address on the envelope so it can be returned to the originating school if it goes astray. Copies of this paperwork will be retained by our school, should it be required at a future date.

ATTENDANCE AT CHILD PROTECTION CONFERENCES, CORE GROUP MEETINGS OR CHILD IN NEED MEETINGS

It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at and that a report is submitted to any child protection conference called for children on the school roll or previously known to them. Where appropriate, any report will be shared in advance with the parent(s) / carer. Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is made subject to a Child Protection or a Child in Need plan, the Designated Safeguarding Lead will ensure the child is monitored regarding their school attendance, progress, welfare and presentation. The Designated Safeguarding Lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. **In this case, the DSL will inform the child's key worker immediately and record that they have done so and the actions agreed.**

SUPPORTING VULNERABLE PUPILS

Our school is committed to ensuring that our pupils receive the right help at the right time. Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. *(Any incidents of child on child abuse will be managed in the same way as any other child protection concern and follow the same procedures).*

Our school will endeavour to support all pupils through:

- the curriculum to encourage our pupils to stay safe, develop healthy relationships, self-esteem and self-motivation.
- the school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- the implementation of the school's behaviour management policies.
- a consistent approach from all staff which will endeavour to ensure our pupils know that some behaviour is unacceptable but that they are valued.
- regular liaison with other professionals and agencies who support the pupils and their families.

- a commitment to develop open and honest and supportive relationships with parents, always with the child's best interest as paramount.
- the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in all matters of child protection.
- recognition that children with behavioural difficulties and disabilities are most vulnerable to abuse and that staff working in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems must be particularly sensitive to signs of abuse.
- recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children are vulnerable and may be in need of support or protection

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with SEN and disabilities can face additional safeguarding challenges. At Maldon Court we recognise that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood or injury relate to the child's disability without further exploration.
- These children can be impacted by bullying without outwardly showing any signs.
- Communication barriers and difficulties overcoming these barriers.

UNDERSTANDING CHILD ABUSE

Understanding and identifying abuse and neglect KCSIE (2016)

At Maldon Court, we are aware that abuse, neglect and safeguarding issue are rarely stand alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

- Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.
- Child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet and social media which can be used to bully, groom, abuse or radicalise them. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is

happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Physical Abuse

- Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.
- Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

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 conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 (including cyberbullying), 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 and exploitation

- Sexual abuse is any sexual activity with a child. Many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not

understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

- Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

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 doesn't 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.

Neglect

- Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.
- Children who are neglected often also suffer from other types of abuse. It is important that we remain alert and do not miss opportunities to take timely action. However, while we may be concerned about a child, neglect is not always straightforward to identify.
- Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Peer on Peer Abuse

Our school may be the only stable, secure and safe element in the lives of children at risk of, or have suffered harm. Nevertheless, whilst at school their behaviour may be challenging and defiant or they may be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as other child protection concern and will follow the same procedures. If there is more than one incident of bullying by the same pupil it will become a child protection issue. Peer on peer abuse can manifest itself in many ways. Peer abuse should not be dismissed as banter. It is unacceptable: This may include bullying,

including cyber bullying, on-line abuse, gender-based abuse, sexting or sexually harmful behaviour. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and encourage them to tell a trusted adult if they feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

Female Genital Mutilation

- Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If a teacher, in the course of their profession, discovers that an act of FGM appears to have been carried out then the teacher must report this to the police.
- There is a range of potential indicators that the child may be at risk of FGM, and if two of these indicators are present this could indicate a significant risk.
- Victims of FGM are likely to come from a community that is known to practise FGM.
- Girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should be shown when approaching the subject.

Prevention of Radicalisation

As of July 2015, the Counter Terrorism and Security Act placed a new duty on schools. Under section 26 of the Act, schools are required to have due regard to the need to prevent people from being drawn into terrorism. This is called the Prevent duty. It requires a school to:

- Teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion.
 - Be a safe place in which children can understand and discuss sensitive topics and learn how to challenge extremist ideas.
 - Be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political ideas.
- CHANNEL is a national programme which focuses on providing support at an early stage to vulnerable people. Our staff understand how to identify those who may benefit from this support and how to make a referral.

- Protecting children from radicalisation is part of the school's wider safeguarding duties and is similar to protecting them from other harms.
- Young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour.
- Staff have been appropriately trained with the Workshop to Raise Awareness of Prevent (WRAP) as cascaded from DSL after certificated training. All staff have read the Prevent duty guidance.

Children missing Education

- Any pupil who misses education with no explanation may be at risk. If a child does not return from a holiday, is removed from school with no forwarding address and is off the register for 10 days must be reported to the Local Authority. Children from abroad who

are not living with parents or family must also be reported to the Local Authority. (See Children missing in Education Statutory guidance Jan 2015)

- There is also a Missing Children Policy and Procedures for a child not being collected which should be referred to in the Safeguarding Policy folder. (See relevant policy documents)

RECOGNISING AND RESPONDING TO ABUSE

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. Staff should be vigilant to the following and respond to specific concerns at an early stage.

Physical Signs of Abuse

- Any injuries not consistent with the explanation given for them.
- Injuries which occur to the body in places which are not normally exposed to falls, rough games, etc.
- Injuries which have not received medical attention.
- Neglect - under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care, etc.
- Reluctance to change for, or participate in, games or swimming.
- Repeated urinary infections or unexplained tummy pains.
- Bruises, bites, burns, fractures etc. which do not have an accidental explanation.
- Cuts/scratches/substance abuse.

Emotional Signs of Abuse

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging also depression/ aggression, extreme anxiety.
- Nervousness, frozen watchfulness.
- Obsessions or phobias.
- Sudden under-achievement or lack of concentration.
- Inappropriate relationships with peers and/or adults.
- Attention-seeking behaviour.
- Persistent tiredness

Indicators of Possible Sexual Abuse

- Any allegation made by a child concerning sexual abuse.
- Child with excessive preoccupation with sexual matters and detailed knowledge of sexual behaviour, or who regularly engages in age-inappropriate sexual play.
- Sexual activity through words, play or drawing.
- Child who is sexually provocative or seductive with adults.
- Inappropriate bed-sharing arrangements at home.
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations.
- Eating disorders - anorexia, bulimia.

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; and
- Children who regularly miss school or education or don't take part in education.

Indicators of Neglect

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left without adequate clothing, e.g. not having a winter coat
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health care
- Parents who fail to seek medical treatment when their children are ill or are injured.

Indicators of Female Genital Mutilation (FGM)

- Plans to take them out of the UK for a long period of time.
- Talk of a long holiday to a country of origin known to practise FGM or to another country where FGM is prevalent.
- Confiding in someone about having a 'special procedure' or taking part in a special celebration or special occasion.

Indicators of Radicalisation

- Children may be unwilling to discuss the subject or seek to hide their views. **Please refer to the school Tackling Extremism and Radicalisation Policy.**

Procedures

Any member of staff, volunteer or visitor who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it immediately to the DSL or Deputy DSL who will immediately refer to the Family Operations Hub by telephone and in accordance with SET procedures (ESCB 2016) and in Effective Support for Children and Families in Essex (ESCB 2015) The telephone referral will be confirmed in writing within 48 hours with the Family Operations Request Form.

Under no circumstances will the DSL attempt to carry out any investigation into the allegation or suspicions of abuse. The role of the DSL is to collect and clarify the precise

details of the allegation or suspicion and to provide this information to the Social Services Department, whose task is to investigate the matter under Section 47 of the Pupils Act 1989.

Whilst allegations or suspicions of sexual abuse will normally be reported to the DSL, the absence of the DSL or deputy should not delay referral to the Social Services Department and this should be done through Mrs Jenny Burrett who is a member of the safeguarding team.

Exceptionally, should there be any disagreement between the person in receipt of the allegation or suspicion and the DSL or Deputy as to the appropriateness of a referral to the Social Services Department, that person retains a responsibility as a member of the public to report serious matters to the Social Services Department, and should do so without hesitation. Anyone can make a referral and parental consent is not needed.

WHAT TO DO ONCE A CHILD HAS TALKED TO YOU ABOUT ABUSE

If abuse at home:

- Make notes as soon as possible (preferably within an hour of being told), writing down exactly what the child said using their language for body parts and using body map if appropriate. Record what you said in reply to the child, when he/she said it and what was happening immediately beforehand (e.g. description of activity). Record dates and times of these events and when you made the record. Keep all hand written notes securely even if these have been typed subsequently.
- You should not discuss your suspicions or allegations with anyone other than a member of the child Safeguarding team.
- Once a child has talked about abuse the DSL should consider whether or not it is safe for a child to return home to a potentially abusive situation. On rare occasions it might be necessary to take immediate action to contact Social Services and/or Police to discuss putting into effect safety measures for the child so that they do not return home. Police are a 24 hour “blue light” emergency service, therefore if immediate action to safeguard the child is required; the police should be the first point of contact.

If abuse by another pupil/s at school

- Staff are aware that children are capable of abusing their peers. At Maldon Court procedures to minimise this risk include the emphasis on good peer relations in school through assemblies, PSHE lessons and the general ethos of the school. Pupils are made aware that no form of abuse will be tolerated whether verbal, physical or through social media. Different gender issues can be prevalent in peer on peer abuse and staff should be vigilant e.g. being sexually touched or initiation type violence.
- Where there is reasonable cause to suspect that a pupil is suffering, or likely to suffer significant harm, discuss with member of Child Safeguarding team as soon as possible, assuring the child that the matter will be dealt with promptly and let them know what you are going to do next – an investigation will be carried out

by two members of the Safeguarding Team as stated in the school's anti bullying policy.

- Make notes as soon as possible (preferably within an hour of being told), writing down exactly what the child said using their language for body parts. Record what you said in reply to the child, when he/she said it and what was happening immediately beforehand (e.g. description of activity). Record dates and times of these events and when you made the record. Keep all hand written notes securely even if these have been typed subsequently. We will take into account the victim's wishes and feelings when determining what action to take: pupils are entitled to give their views and feedback. Ultimately any systems should operate with the best interests of the child at heart.
- Both the victim and the perpetrator will be treated as at risk and will receive support and guidance for the future.

HOW TO RESPOND TO A CHILD WANTING TO TALK ABOUT ABUSE

General Points

- Show acceptance of what the child says (however unlikely the story may sound).
Keep calm.
- Look at the child directly.
- Be honest.
- Tell the child you will need to let someone else know - **DON'T PROMISE CONFIDENTIALITY**
- Even when a child has broken a rule, he/she is not to blame for the abuse. Be aware that the child may have been threatened or bribed not to tell. Never push for information - **DON'T ASK LEADING QUESTIONS**
- If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen. It may be appropriate for you to ask them at a later time if they want to talk.

Helpful Things You May Say

- Thank you for telling me
- It's not your fault
- I will help you

Don't Say

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where? (You are not permitted to investigate)
- Never make false promises
- Never make statements such as "I'm shocked, don't tell anyone else"

Concluding

Again reassure the child that they were right to tell you and show acceptance. Let the child know what you are going to do next and that you will let them know what happens (you might have to consider referring to social care or the Police to prevent the child or young person returning home if you consider them to be at serious risk of further abuse)

ALLEGATIONS AGAINST A MEMBER OF STAFF

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the staff handbook. The school works in accordance with statutory guidance and the SET procedures (ESCB 2016) in respect of allegations against an adult working with children – section 7 of the current SET procedures provides detailed information on this.

The DSL will guide staff to ensure that their behaviour does not place pupils or themselves at risk of harm or of allegations of harm to a pupil. Staff should be aware that they should not place themselves in compromising situations e.g. never take a pupil into a room alone where they cannot be seen by others.

In dealing with allegations of abuse against teachers and other members of staff we will follow the guidelines given in DfE ‘Keeping Children Safe in Education’ 2016

A summary of this is detailed below:

If it is alleged that a teacher or member of staff in school (including volunteers) has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates s/he would pose a risk of harm if they work regularly or are in close contact with children.

This should be reported immediately to the DSL who will contact the LADO **in the Children’s Workforce Allegations Management Team on 03330 139 797 within one working day.**

If the allegation is against the DSL who is the Proprietor, or the Deputy DSL, who is the Headteacher, referrals should be made directly to the LADO. As stated in the Whistleblowing policy, any member of staff can make a referral.

Parents or carers of a child or pupils involved should be told about the allegation as soon as possible if they do not already know. They will also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution. This will include the outcome of any disciplinary process.

Where a child may have suffered significant harm, or there may be a criminal prosecution, the police will be informed at the outset and, in liaison with Local Authority Designated

Officer (LADO), they will consider what support the child involved may need. Allegations of abuse against staff will follow the same procedures.

The subject of any allegation will also be kept informed on the progress of the case and consideration will be given as to what support may be appropriate for the individual. If the person is a member of a union or professional association s/he should be advised to contact that body at the outset.

Self Declaration

It is the duty of the staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting)

It is the statutory duty of the school to inform the DfE to make a referral to DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child (KCSIE 2015 p.73)

The following will be used when determining the outcomes of allegations investigations:

- Substantiated: there is sufficient evidence to prove the allegations.
- Malicious: there is sufficient evidence to disprove the allegation
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Managing the situation:

Refer to Paragraph 73 in KCSIE 2016:

- We will ensure that there are procedures in place to handle allegations against teachers, Headteachers, principals, proprietors, volunteers and other staff.
- We will make every effort to reach a conclusion in all cases of allegations bearing on the safety and welfare of children. Wherever possible, the accused will be given a full opportunity to answer the allegations and make representation about it.
- Should the member of staff resign or a settlement/compromise agreement made, the process and reaching of a judgement will continue until there is a recorded agreement. Such an agreement will not prevent a thorough police investigation where that is appropriate.

Timescales:

All allegations will be investigated as a priority.

- If there is a clear case that the allegation is unsubstantiated or malicious, these will be resolved within a week.
- In the case where the allegation does not require formal disciplinary action, there will be appropriate action in 3 days.
- A disciplinary hearing, if required, will be done within 15 days.

Disciplinary Procedures

Suspension will be considered only in a case where there is cause to suspect a child / children are at risk of harm. However, in cases where the school is made aware that there is a barring order, they will be immediately suspended pending the findings of the NCTL investigation.

Record Keeping:

- If the allegation is substantiated, details and the recording shall be kept on the confidential Personnel file. This will be retained until the accused has reached retirement age or for 10 years, whichever is the longest.
- However, if the allegation is found to be malicious or unfounded this will not be recorded in the staff file and disciplinary measures against the child making the allegation will be considered.
- We will make every effort to maintain confidentiality and guard against unwanted publicity while an investigation is taking place. Parents and Carers will be made aware of the prohibition reporting or publishing of allegations about teachers. (Education Act 2011-reporting restriction 1st October 2012)

EYFS

Please refer to EYFS Safeguarding overview policy which sets out restrictions for the use of mobile phones and cameras in the Early Years.

Reporting allegations to Ofsted is also included in the EYFS Safeguarding overview.

OFSTED

Telephone: 0300 123 4666

Email: enquiries@ofsted.gov.uk

In writing: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

THE APPOINTMENT OF STAFF

Maldon Court Preparatory School operates a stringent system of staff employment.

SAFER RECRUITMENT PRACTICES

Maldon Court Preparatory School follows Government's recommendations for the safer recruitment and employment of staff who work with children. All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are checked with the DBS before starting work. All volunteer helpers working regularly during term-time are vetted.

Assurances are obtained that child protection checks and procedures apply to any staff employed by another organisation working with the school's pupils on another site (e.g. on school activity weeks).

All members of staff are required to sign an annual self-declaration form in line with the Disqualification under the Childcare Act (March 2016).

The Recruitment policy covers the following pre-employment checks:

- Enhanced disclosure
- Barred list check, where applicable
- Prohibition from teaching check entity
- Right to work in the UK
- Overseas checks, where applicable

RECORDS AND MONITORING

Well kept records are essential to child protection practice. MCPS is clear about the need to record any concern held about a child within our school, the status of such records and when these records should be passed over to other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible on the pink CP form, noting what was said or seen (if appropriate, using a body map to record), putting the event in context and giving the date, time and location. All records will be dated and signed and will include the action taken. This should be presented to the DSL or Deputy who will decide on appropriate action. File notes are kept in a locked cabinet in the Headteacher's office. All CP records will be stored securely and confidentially for 35 years (in line with ECC policy).

If a pupil transfers from the school, these files will be copied and forwarded to the next school marked 'Confidential' and for the attention of the receiving school's DSL.

SITE SECURITY

Maldon Court Preparatory School provides a secure site, which is controlled by precise management directives, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules that govern it.

- Gates and front door will be locked and bolted except at the start and end of each day.
- Visitors, volunteers and students must only enter and leave through the main entrance and must also sign in and out at the office.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Children should never be allowed to leave school alone unless written permission has been given by parents – this is usually only for our Form 6 pupils who are preparing to go into Secondary education but is at the Headteacher's discretion.

- The school and its entrances are monitored at all times by 6 CCTV cameras which are relayed to the school office.

MALDON COURT PREPARATORY SCHOOL
CHILD PROTECTION POLICY STATEMENT

This Child Protection Policy was updated by Mrs Loraine F. Guest

On **02/04/2017** with regard to the **DFE guidance KCSIE (2016), WT (2015)**

SET Procedures (ESCB 2016), Counter-Terrorism and Security Act (HMG 2015)
and Serious Crime Act (Home Office 2015)

Annual Safeguarding review presented to Board of Visitors on 18/9/2016 and BOV will be informed of updates at next meeting in Summer term.

We are committed to supporting our parents and families.

As employees of Maldon Court Preparatory School we are committed to the nurturing and safeguarding of all, especially the young and vulnerable.

We recognise that Child Safeguarding is everyone's responsibility.

A copy of the full policy can be seen in the School Office or on the Website.

_____ Date _____

_____ Date _____

Next Review July 2017

Appendices:

- Employees Action Sheet
- Injury Body Map
- Working Together to Safeguard Children (WT 2015)
- Keeping Children Safe in Education (KCSIE 2016)
- Concern about an adult working with children (ECSB 2015)
- Effective Support for Children and Families in Essex (ECSB)
- The Prevent Duty (2015)
- Child Sexual Exploitation (Essex Police 2015)
- Zero Tolerance to FGM (Essex Police 2015)
- What to do if you are worried a child is being abused (DfE 2015)
- Missing children and Adults
- Children missing education
- Preventing and responding to sexist, sexual and transphobic bullying
- Family Operations Support for Families

EMPLOYEES ACTION SHEET

Name of child/young person.....

Date of Birth

Name of Person reporting event

Date..... Time.....

Sequence of events/actual words used / observations (continue to another sheet if necessary)

Action Taken

Name of Person Contacted:

.....

Date Time: