

**Blessed George Napier Catholic
School and Sixth Form**

A Youth Sport Trust Lead Partner School



SAFEGUARDING POLICY 2016

Approved 9 February 2016

School details

Nominated Lead Member of Staff: Tara Mawn (Assistant Headteacher)

Status & Review Cycle: Statutory Annual

Next Review Date: September

1.0 Introduction

- 1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2013, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance reflects, 'Keeping Children Safe in Education' 2014.
- 1.2 The Academy takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.3 We recognise that all adults, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 1.4 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5 The aims of this policy are:
 - 1.5.1 To support the child's development in ways that will foster security, confidence and independence.
 - 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
 - 1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)
 - 1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
 - 1.5.5 To emphasise the need for good levels of communication between all members of staff.
 - 1.5.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors

- 1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 1.5.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)², and a central record is kept for audit.

2.0 Safe School, Safe Staff

2.1 We will ensure that:

- 2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
- there is a Child Protection policy together with a staff behaviour (code of conduct) policy
 - the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
 - the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
 - a senior leader has Designated Safeguarding Lead Child(DSL) responsibility
 - on appointment, the DSLs undertake interagency training and also undertake DSL 'new to role' and an 'update' course every 2 years
 - all other staff have Safeguarding training updated as appropriate
 - any weaknesses in Child Protection are remedied immediately
 - a member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Principal
 - Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
 - the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
 - that enhanced DBS checks are in place for Chairs of Governors of independent, academies, non-maintained special schools
- 2.1.2 The Lead DSL, Tara Mawn, is a member of the Senior Leadership Team. The Deputy Designated Leads are Ryan Lloyd and Marie Joyce (from March). These Officers have undertaken the relevant training, and, upon appointment will undertake 'DSL new to role' training followed by biannual updates
- 2.1.3 The DSLs who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training (currently on-line on the DfE website) to be renewed every 5 years

² Guidance regarding DRB checks recently updated by the Protection of Freedoms Act 2012. <https://www.gov.uk/disclosure-barring-service-check/overview> Updated 11 December 2015.

- 2.1.4 All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with. They are also provided with Anti-Radicalisation awareness training - please see relevant policy
 - 2.1.5 All members of staff are trained in and receive regular updates in e-safety and reporting concerns
 - 2.1.6 All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
 - 2.1.7 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the Awareness Raising pack.
 - 2.1.8 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our Parents' Handbook.
 - 2.1.9 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
 - 2.1.10 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
 - 2.1.11 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO³ for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)⁴ for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 2.2 Our procedures will be regularly reviewed and up-dated.
- 2.3 The name of the designated members of staff for Child Protection, the Designated Safeguarding Leads, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 2.4 All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.
- 2.5 The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website

3.0 Responsibilities

3.1 The DSLs are responsible for:

- 3.1.1 Referring a child if there are concerns about possible abuse, to the *Local Authority*, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the OSCB Referral Form.
- 3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.

³ LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer

⁴ Contact the LADO for guidance in any case

- 3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- 3.1.4 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.
- 3.1.5 Liaising with other agencies and professionals.
- 3.1.6 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- 3.1.7 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- 3.1.8 Organising child protection induction, and update training every 3 years, for all school staff.
- 3.1.9 Providing, with the Principal, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)⁵
- 3.1.10 Our setting will have regard to our obligations to prevent our students from being drawn into extremism or terrorism. We recognise that this is our statutory duty under the counter terrorism and security act 2015. Please see the links below for further guidance and information around this.
 - [Prevent Briefing](#)
 - [Prevent within Schools](#)
 - [Channel Panel Advice](#)

4.0 Supporting Children

- 4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Blessed George Napier Catholic School will support all students by:
 - 4.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
 - 4.4.2 Promoting a caring, safe and positive environment within the school.
 - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 4.4.4 Notifying Social Care as soon as there is a significant concern.

⁵ A model format for the Governors Annual Report is available from Governor Services and at www.surreycc.gov.uk/safeguardingchildren

- 4.4.5 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

5.0 Confidentiality

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Principal or DSLs will disclose any information about a child to other members of staff on a need to know basis only.⁶
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the family assessment team or the Safeguarding officers at the Local Authority on this point.
- 5.6 We will take no names consultations with our local Assessment Teams / MASH team to discuss concerns we may have, but we understand that if they then ask for a name we will disclose those details and it will become a referral.

6.0 Supporting Staff

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.
- 6.3 In consultation with all staff, we have adopted a code of conduct for staff at our setting. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour.
- 6.4 We recognise that our Designated Person should have access to support and appropriate workshops, courses or meetings as organised by the LA.

⁶ Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for practitioners and managers' DCSF-00807-2008 (archived)

7.0 Allegations against staff

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 7.2 All Staff should be aware of Local Guidance on Behaviour Issues, and the school's own Behaviour Management policy.
- 7.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction and will be included in our staff handbook⁷
- 7.4 We understand that a pupil may make an allegation against a member of staff.
- 7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal⁸.
- 7.6 The Principal on all such occasions will discuss the content of the allegation with the Designated Officer for the Local Authority (LADO), **before taking any action.** In our county contact should be made with Alison Beasley, (LADO- 01865 323457) or Donna Crozier, Safeguarding Coordinator (01865 816382).
- 7.7 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Principal first.
- 7.8 The school will follow the OSCB procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 7.9 Suspension of the member of staff, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of the LADO and Personnel Consultant in making this decision.
- 7.10 In the event of an allegation against the Principal, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.
- 7.11 Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from premises.

8.0 Whistle-blowing

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues.

⁷ Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website

⁸ or Chair of Governors in the event of an allegation against the Principal

Appropriate advice will be sought from the LADO or Safeguarding Team where necessary. Staff should follow our school Whistleblowing Policy to raise these concerns.

8.3 Whistle-blowing re the Principal should be made to the Chair of the Governors.

9.0 Physical Intervention

- 9.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 9.2 Such events should be recorded and signed by a witness.
- 9.3 Staff who are likely to need to use physical intervention will be appropriately trained.
- 9.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 9.5 We recognise that touch is appropriate in the context of working with children, and our staff handbook contains guidance for all staff to ensure they are clear about their professional boundary.⁹

10.0 Anti-Bullying

- 10.1 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms .g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

11.0 Racist Incidents

- 11.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

12.0 Prevention

- 12.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 12.2 The school community will therefore:
- 12.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

⁹ 'Guidance on Safer Working Practices is available on the DfE website

- 12.2.2 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying awareness weeks, House activities.
- 12.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 12.2.4 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work and e-safety.
- 12.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

13.0 Health & Safety

- 13.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

14.0 Role of the Academy Committee

- 14.1 The Academy Committee of Blessed George Napier School undertakes the regular review of safeguarding related policies and procedures that operate in our school. The Academy Committee has a crucial role in monitoring and challenging staff on the effectiveness of safeguarding arrangements
- 14.2 All staff have a responsibility for action in cases of suspected child abuse. This document outlines the procedures which should be followed if any member of staff suspects a student is being abused, or if a disclosure is made.

Immediate action is required where there is concern about possible abuse, written records must be made at each stage of the process.

- 14.3 All staff are asked to be alert to possible physical or emotional problems being experienced by children and young people.

If a student asks to speak to you about a problem do not promise confidentiality but explain that it may be necessary to consult a colleague.

15.0 Categories of Abuse

- 15.1 The table below outlines the four main categories of abuse as defined by the Department of Health 'Working Together to Safeguard Children' document 2010. (Full definitions can be found in this document) Staff should be aware that the possible indicators are not definitive and that some children may present these behaviours for reasons other than abuse.

Type of Abuse	<u>Possible Indicators</u>
<p>Neglect</p> <p>The persistent failure to meet a child’s basic physical and psychological needs, likely to result in the serious impairments of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <p>provide food, clothing and shelter;</p> <p>protect a child from physical and emotional harm or danger;</p> <p>ensure adequate supervision;</p> <p>ensure access to appropriate medical care or treatment.</p>	<p>Obvious signs of lack of care including:</p> <p>Problems with personal hygiene;</p> <p>Constant hunger;</p> <p>Inadequate clothing;</p> <p>Emaciation;</p> <p>Lateness or non-attendance at school;</p> <p>Poor relationship with peers;</p> <p>Untreated medical problems;</p> <p>Compulsive stealing and scavenging;</p> <p>Rocking, hair twisting, thumb sucking;</p> <p>Running away;</p> <p>Low self-esteem.</p>
<p>Physical Abuse</p> <p>May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child</p>	<p>Physical signs that do not tally with the given account of occurrence</p> <p>conflicting or unrealistic explanations of cause</p> <p>repeated injuries delay in reporting or seeking medical advice.</p>
<p>Sexual Abuse</p> <p>Forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, penetrative or non-penetrative acts and also includes involving children in watching pornographic material or watching sexual acts.</p>	<p>Sudden changes in behaviour</p> <p>Displays of affection which are sexual and age inappropriate</p> <p>Tendency to cling or need constant reassurance</p> <p>Tendency to cry easily</p> <p>Regression to younger behaviour - e.g. thumb sucking, acting like a baby</p> <p>Unexplained gifts or money</p> <p>Depression and withdrawal</p> <p>Wetting/soiling day or night</p> <p>Fear of undressing for PE</p>
<p>Emotional Abuse</p> <p>The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to</p>	<p>Rejection</p> <p>Isolation</p> <p>child being blamed for actions of adults</p>

children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.	child being used as carer for younger siblings affection and basic emotional care giving/warmth, persistently absent or withheld.
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16.0 Child Sexual Exploitation (CSE)

- 16.1 The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009)

17.0 Key facts about CSE

- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8.
- It affects both girls and boys and can happen in all communities.
- Any person can be targeted but there are some particularly vulnerable groups: Looked After Children, Children Leaving Care and Children with Disabilities.
- Victims of CSE may also be trafficked (locally, nationally and internationally).
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.
- Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

Good practice - Individuals

- Recognise the symptoms and distinguish them from other forms of abuse
- Treat the child/young person as a victim of abuse
- Understand the perspective/behaviour of the child/young person and be patient with them
- Help the child/young person to recognise that they are being exploited
- Collate as much information as possible
- Share information with other agencies and seek advice / refer to Social Care

Good practice - Organisations

- Ensure robust safeguarding policies and procedures are in place which cover CSE
- Promote and engage in effective multi-agency working to prevent abuse
- Work to help victims move out of exploitation
- Cooperate to enable successful investigations and prosecutions of perpetrators

Link to guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf

18.0 Forced marriages

- 18.1 FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014.
- 18.2 A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.
- 18.3 FM is illegal in England and Wales. This includes:
- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
 - marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

Link to the guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

19.0 Female Genital Mutilation (FGM)

- 19.1 FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures.
- 19.2 FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.
- 19.3 Other than in the excepted circumstances, it is an offence for **any person (regardless of their nationality or residence status)** to:
- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
 - assist a girl to carry out FGM on herself in England, Wales or Northern Ireland (section 2 of the Act); and
 - Assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a **UK national or permanent UK resident** (section 3 of the Act).

Link to the guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

20.0 Prevent

- 20.1 The Counter Terrorism & Security Act 2015. The Act places a Prevent duty on specified schools to have “due regard to the need to prevent people from being drawn into terrorism”. The education and childcare specified authorities in Schedule 6 to the Act are as follows:

- The proprietors of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies, PRUs, registered early years providers, registered late years providers and some holiday schemes.
- 20.2 Schools/settings subject to the Prevent Duty will be expected to demonstrate activity in the following areas -
- Assessing the risk of children being drawn into terrorism
 - Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
 - Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
 - Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
 - Expected to ensure children are safe from terrorist and extremist material when accessing the internet in school

21.0 Dealing with Disclosures

- 21.1 Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelief but take what is said seriously.
- 21.2 Stay calm, no judgements, empathise. Never make a promise that you can keep what a child has said a secret. Give reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.
- 21.3 React to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.
- 21.4 Don't ask leading questions - keep the open questions e.g. 'is there anything else you want to say?'
- 21.5 Do not criticize the perpetrator; the student may have affection for him/her.
- 21.6 Explain what you will do next - inform designated teacher, keep in contact.
- 21.7 If possible make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time write down what was said as soon as you can.
- 21.8 Try to record what was actually said by the student rather than your interpretation of what they are telling you.
- 21.9 Record the date, time, place and any noticeable nonverbal behaviour.
- 21.10 Report the incident to the designated teacher and do not tell any other adults or students what you have been told.

Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.

22.0 Dealing with Disclosures

- 22.0 The designated teachers for child protection are responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place. This means that the records will be a coherent factual record of the concerns that are stored on individual children in a clear chronological order.

Oxfordshire LA would like to acknowledge the following, whose documents were referred to during the preparation of this policy: Buckinghamshire, Thurrock, Cambridgeshire, Northamptonshire, Kent and IRSC colleagues.

23.0 Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with students and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Academy Committee minutes
- Logs of bullying/racist/behaviour incidents for SLT and Academy Committee to monitor
- Review of parental concerns and parent questionnaires
- Review of the use of the lunchtime club in the SEN department
- Review of procedures and outcomes of each CP issue that arises

This policy also links to our policies on:

Anti-Radicalisation

PSHE

Behaviour

Teaching and Learning

Staff Behaviour Policy / Code of Conduct

Administration of medicines

Whistleblowing

Drug Education

Anti-bullying

Sex and Relationships Education

Health & Safety

Physical intervention

Allegations against staff

ESafety, including staff use of mobile phones

Parental concerns

Risk Assessment

Attendance

Recruitment and Selection

Curriculum

Child Sexual Exploitation