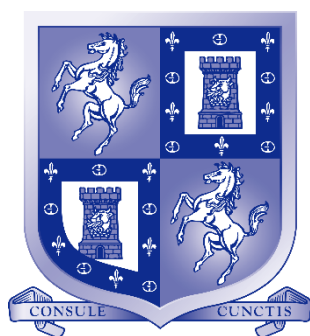


GRAVESEND GRAMMAR SCHOOL



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

Date Policy Originated/Amended	Date Policy Approved by GGS Governing Body	Signature
August 2011		
June 2012	3 July 2012	G Ralph
June 2013	2 July 2013	G Ralph
August 2014	18 September 2014	J Murray
March 2015	3 March 2015	J Murray
May 2016	9 June 2016	A Robinson

Nominated Governor: Anne Robinson

An Academy in the Gravesend Grammar School Academies Trust

Section 1:Safeguarding

Introduction

The School's policy and procedures on safeguarding are based on the government's guidance on "Keeping children safe in education" (July 2015).

Safeguarding should permeate all aspects of school life. Whilst certain areas are the responsibility of senior staff all employees should take responsibility for the protection of students.

At Gravesend Grammar School we seek to keep our students safe from maltreatment; to prevent impairment of children's health or development; to ensure that children grow up in circumstances consistent with the provision of safe and effective care; and to take action to enable all children to have the best outcomes. Where a child is suffering significant harm, is likely to do so, or is in need of additional support action will be taken to protect that child.

All employees will exercise their responsibilities to provide a safe environment; further to this teachers will strive to maintain public trust in the teaching profession as part of their professional duties. All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm and to take appropriate action, working with other services as needed, and will always act in the interests of the child.

The Management of Safeguarding

Responsibilities

At Gravesend Grammar School there is at least one Designated Person in each Key Stage who will lead on Safeguarding (Designated Safeguarding Lead). The Local Governing Body also has a Governor appointed to take an overview. The Headteacher will take overall responsibility for Safer Recruitment.

Raising Awareness

All staff members will be made aware of systems within the school which support safeguarding as part of staff induction. This includes: the school child protection policy and the role of the designated safeguarding lead. All staff members will receive appropriate child protection training which is regularly updated. This will include advice on recognising the signs of different sorts of abuse and neglect (Appendix A). Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. The Local Safeguarding Children Board (Kent Safeguarding Children Board - KSCB) will also be able to provide advice on safeguarding issues.

Raising concerns

If staff members have concerns about a child they should raise these with a Designated Safeguarding Lead and they will usually make any decision to refer the concern. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care at once. Anybody can make a referral. **If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.** (Appendix B).

If staff members have concerns about another member of staff then this should be referred to the headteacher or the chair of governors. Concerns about unsafe practices or potential failures in safeguarding can be raised through other whistleblowing channels.

Specific safeguarding issues

As specific safeguarding issues become prominent on the national agenda, Gravesend Grammar School will raise awareness of these with staff and, where appropriate, students and their parents /carers. Current priorities (2015-16) include; Child Sexual Exploitation, Female Genital Mutilation and Preventing Radicalisation.

Safer recruitment

Gravesend Grammar School has procedures in place that help identify and deter or reject people who might abuse children. These include criminal record checks (DBS checks), barred list checks and prohibition checks. For most appointments, an enhanced DBS check with barred list information will be appropriate as the majority of staff will regularly work at GGS; be responsible, on a regular basis, for supervision of children; or will regularly come into contact with children under 18 years of age. (Appendix C).

GGs will always require written references (not 'open' references or testimonials) from previous employers or educational institutions prior to employment. The school will also establish a full employment and educational history ensuring that any concerns are resolved before employment is confirmed.

Prior to employment further checks will be carried out including

- Verification of identity via current photographic ID and proof of address except where, for exceptional reasons, none is available
- Verification of the person's right to work in the UK
- Verification of professional qualifications, as appropriate

Single central record

Gravesend Grammar School keeps a single central record which covers:

All staff who work at GGS providing education to children; all others who work in regular contact with children, including volunteers and the Local Governing Body. The information to be recorded on these individuals is whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed:

- an identity check;
- a barred list check;
- an enhanced DBS check;
- a prohibition from teaching check;

- further checks on people living or working outside the UK;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

Agency and third-party staff

GGs will obtain written notification from any agency, or third-party organisation, they use that the organisation has carried out the checks on an individual who will be working at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by GGS the school will ensure that all necessary checks are carried out and that they will include an enhanced DBS certificate and barred list check. Where trainee teachers are fee-funded it is the responsibility of the initial teacher training provider to carry out the necessary checks. In the case of the Thames Teaching Alliance the school will carry out the checks on their behalf.

Existing staff

If there are concerns about an existing staff member's suitability to work with children, GGS will carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school moves from a post that was not regulated activity, into work which is regulated activity, the relevant checks for the regulated activity will be carried out. **Schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.**

Volunteers

Volunteers in respect of whom no checks have been obtained will not be left unsupervised with students. New volunteers in regulated activity who will regularly teach or look after children on an unsupervised basis will be DBS and barred list checked. For new volunteers not in regulated activity GGS will obtain an enhanced DBS certificate.

Governors

Members of the Local Governing Body must have an enhanced DBS check without a barred list check. If they act in as volunteer they will be treated on the same basis as other volunteers.

Contractors

Contractors, or their employees, must have an appropriate level of check if one is required. The identity of contractors should be checked on arrival.

Allegations made against school staff

If allegations that current employees

- 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

are made, even if the allegations are historical, then the following procedures should be used. Allegations against a teacher who is no longer teaching at Gravesend Grammar School should be referred to the police.

Investigations should be carried out as quickly as possible. The Local Authority Designated Officer (LADO) should be informed of all allegations that come to a school's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate. Following discussion a course of action will be determined.

The following definitions should be used when determining the outcome of allegation investigations:

Substantiated: there is sufficient evidence to prove the allegation;

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

False: there is sufficient evidence to disprove the allegation;

Unsubstantiated: there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

The Headteacher should inform the accused person about the allegation as soon as possible after consulting the LADO. Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school. All options to avoid suspension should be considered prior to taking that step.

Supporting those involved

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. They should act to manage and minimise the stress inherent in the allegations process. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in the school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care

services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. However, where a strategy discussion is required, or police or children's social care services need to be involved, information will only be disclosed after appropriate consultation. Parents and carers should also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

Confidentiality

It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Headteacher should take advice from the LADO, police and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if and when it should arise.

Managing the situation and exit arrangements

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up. A referral to the DBS *must* be made, if the criteria are met (see paragraph 73 of KCSIE Guidance) and it will not be appropriate to reach a settlement/compromise agreement. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it.

So-called 'settlement/compromise agreements', by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person's notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

Record keeping

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any

action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

References

Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference

Timescales

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations should be investigated as a priority to avoid any delay. Target timescales are shown below:

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the school to deal with it, although if there are concerns about child protection, the school should discuss them with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the school should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

Oversight and monitoring

The LADO has overall responsibility for oversight of the procedures for dealing with allegations; for resolving any inter-agency issues; and for liaison with the Local Safeguarding Children Board (LSCB) on the subject. The LADO will provide advice and guidance to the school, in addition to liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

Suspension

The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases that will require the school to consider suspending the accused until the case is resolved. Suspension should not be an automatic response when an allegation is reported; all options to avoid suspension should be considered prior to taking that step.

Suspension should be considered only in a case where there is cause to suspect a child or other children at the school is/are at risk of harm or the case is so serious that it might be grounds for dismissal.

The school should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. Based on assessment of risk, the following alternatives should be considered by the case manager before suspending a member of staff:

- redeployment within the school so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the school so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or temporarily redeploying the member of staff to another role in a different location, for example to an alternative school in the Trust.

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

The power to suspend is vested in the governing bodies of the school who are the employers.

Specific actions

Following a criminal investigation or a prosecution:

The police should inform the employer and LADO immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged. In those circumstances the LADO should discuss with the school whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care services should inform that decision. The options will depend on the circumstances of the case and the consideration will need to take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

In respect of malicious or unsubstantiated allegations:

If an allegation is determined to be unsubstantiated or malicious, the LADO should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the headteacher should consider whether any disciplinary action is appropriate against

the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

Section 2: Child Protection

BASIC PROCEDURES

The school adheres to the requirements and recommendations of the local authority (KSCB) with regard to Child Protection issues and carries out other procedures that are connected and relevant. Gravesend Grammar School fully recognises its responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school. The five main elements to our policy are to:

1. Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
2. Raise awareness of child protection issues, equipping children with the skills to keep them safe
3. Develop and implement procedures for identifying and reporting suspected cases of abuse
4. Support pupils who have been abused in accordance with the agreed child protection plan
5. Establish a safe environment in which children can learn and develop.

We recognise that, because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure and are listened to
- Ensure children know that there are adults in the school whom they can approach if worried
- Include opportunities in the personal, social, health and economic (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Gravesend Grammar School will follow the procedures set out by the Kent Safeguarding Children Board (KSCB) and take account of guidance issued by the Department for Education. Information regarding threshold criteria can be found in appendix D. The school will:

- Ensure we have a nominated governor responsible for child protection
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person(s) responsible for child protection and their role
- Share information regarding vulnerable children on a need to know basis in the interests of the child.
- Ensure all staff and volunteers understand their responsibilities in recognizing and referring students. This includes an understanding of the need for disclosure.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences

- Keep written records of concerns about children, even where there is no need to refer the matter immediately. We will ensure all records are kept securely, separate from the main pupil file, and in locked locations
- Ensure safe recruitment practices are always followed and follow procedures where an allegation is made against a member of staff or volunteer (See Section 1)

We recognise that the school may be the only stable, secure and predictable element in the lives of children at risk. The school will therefore endeavour to support the pupil through:

- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The school behaviour policy
- Liaison with other agencies that support the pupil
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

CHILD PROTECTION

The Head Teacher, Associate Head and the Heads of School are the Designated Safeguarding Leads (DSL) and have attended the required Training Courses (Modules One & Two). They are responsible for:

- Coordinating safeguarding action for individual children
- Liaising with other agencies and professionals
- Ensuring locally established procedures are followed and making referrals
- Acting as consultants to staff to discuss concerns
- Maintaining a confidential recording system
- Representing or ensuring the school is represented at inter-agency meetings
- Managing and monitoring the schools part in the CAF /Child in need/ Child protection plans

Teaching staff receive annual training. Every year all staff are reminded of the School Advice on Child Protection (Appendix E). All new and temporary teaching staff receive a copy of the School Advice on Child Protection on induction which is a priority upon taking up a position at the school. It is the job of the member of staff in charge of training and the lead member of staff for Child Protection to make sure that staff are trained in Child Protection.

The recording of child protection issues are in accordance with recommended procedures. Use is made of the 'Consultation' process with County when advice on courses of action are being considered. Referrals to Children's Social Services will be made using Kent's inter-agency referral form and with reference to the Kent and Medway interagency Threshold Criteria for Children in Need. Where a DSL is unsure of the threshold for referral a telephone phone call will be made to the Early Intervention Team at Kent Children's Social Services. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent. All referrals are made via the County Duty Team / KCAS. Student Support Staff liaise as

appropriate with external agencies to support students and advise agencies of concerns. In all but the most exceptional cases parents / carers will be made aware of the concerns felt for a young person at the earliest possible stage. The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

ESCALATION

On occasion, staff may pass information about a child to the DSL, but remain anxious about subsequent action. Staff should be able to clarify with the DSL further progress (without being given confidential information) to reassure themselves that appropriate action is being taken. If they have concerns that they feel are not being dealt with, it is the responsibility of any member of staff to seek further advice from the headteacher. If they are unhappy with the response from the headteacher they may contact the link governor for child protection. If the DSL feels that the matter is not being dealt with appropriately by the Social Services Team or by the lead professional for an ongoing case, then they may escalate or seek further advice from the Area Children's Officer or through a risk management referral to the Risk Management Group.

ONLINE SAFETY

The school recognises Online Safety as a key concern in the 21st Century. The school will do everything it reasonably can to create systems and filters to help students safely use ICT. However, the school also recognises the need to encourage the safe use of ICT beyond the school gates.

The school has a separate Online Safety policy. Staff and students are required to recognise acceptable use agreements when joining the school and each time they log on to a school device.

PSHE

There are many issues of safeguarding that require addressing either through the PSHE programme or via assemblies e.g. Personal safety, Substance abuse. In addition, reminders regarding these matters need to be issued through re-visiting topics via PSHE, Assemblies, Email, posters and notices.

The PSHE Co-ordinator is responsible for providing schemes of work and resources to address the statutory and additional desirable elements of child protection and safety. It is the responsibility of the respective Heads of School to liaise with the PSHE Co-ordinator and check that the programmes deliver appropriately.

Appendix A

Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which 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.

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: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities 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 of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching 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 also commit acts of sexual abuse, as can other children.

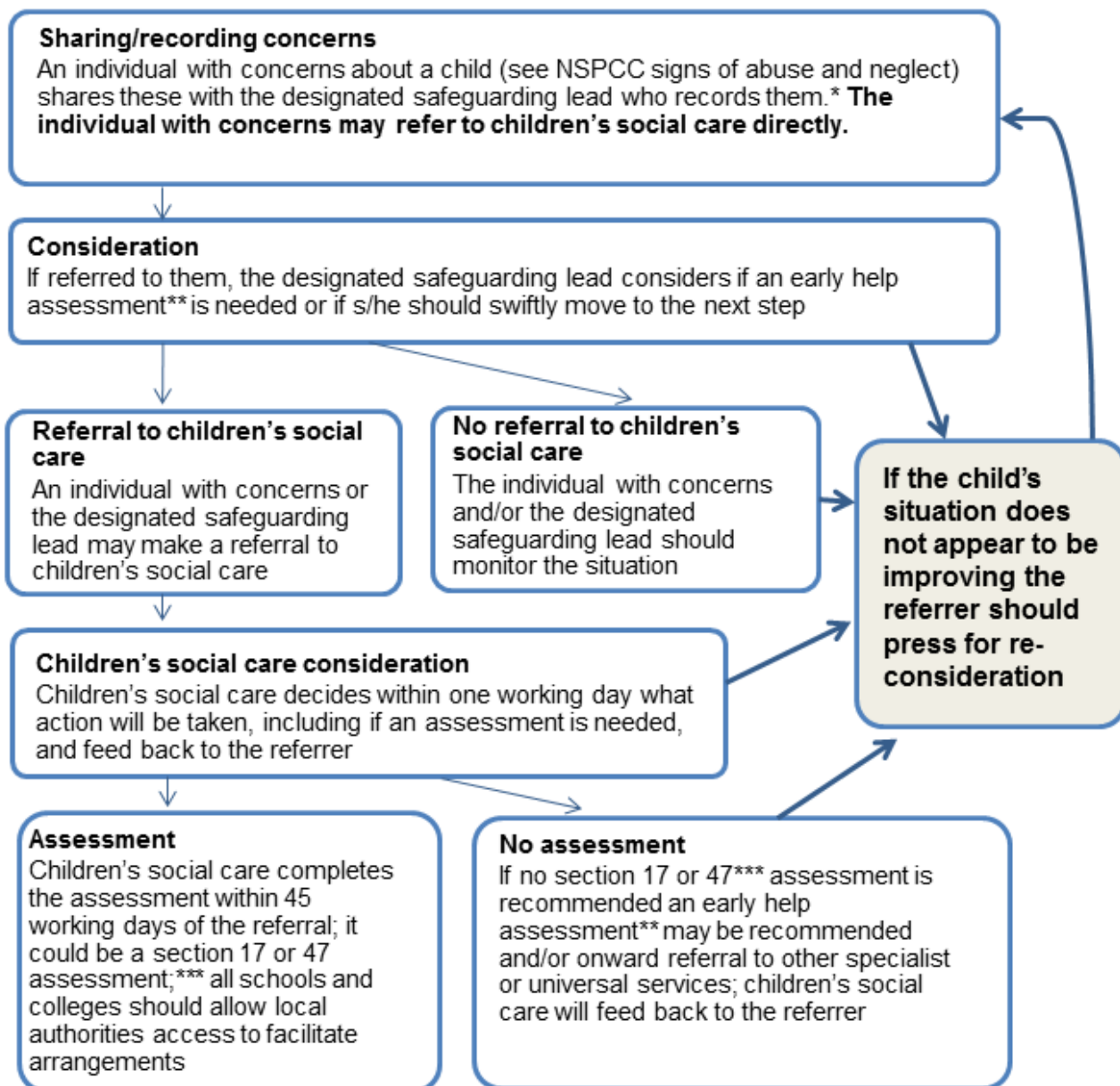
Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

APPENDIX B

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



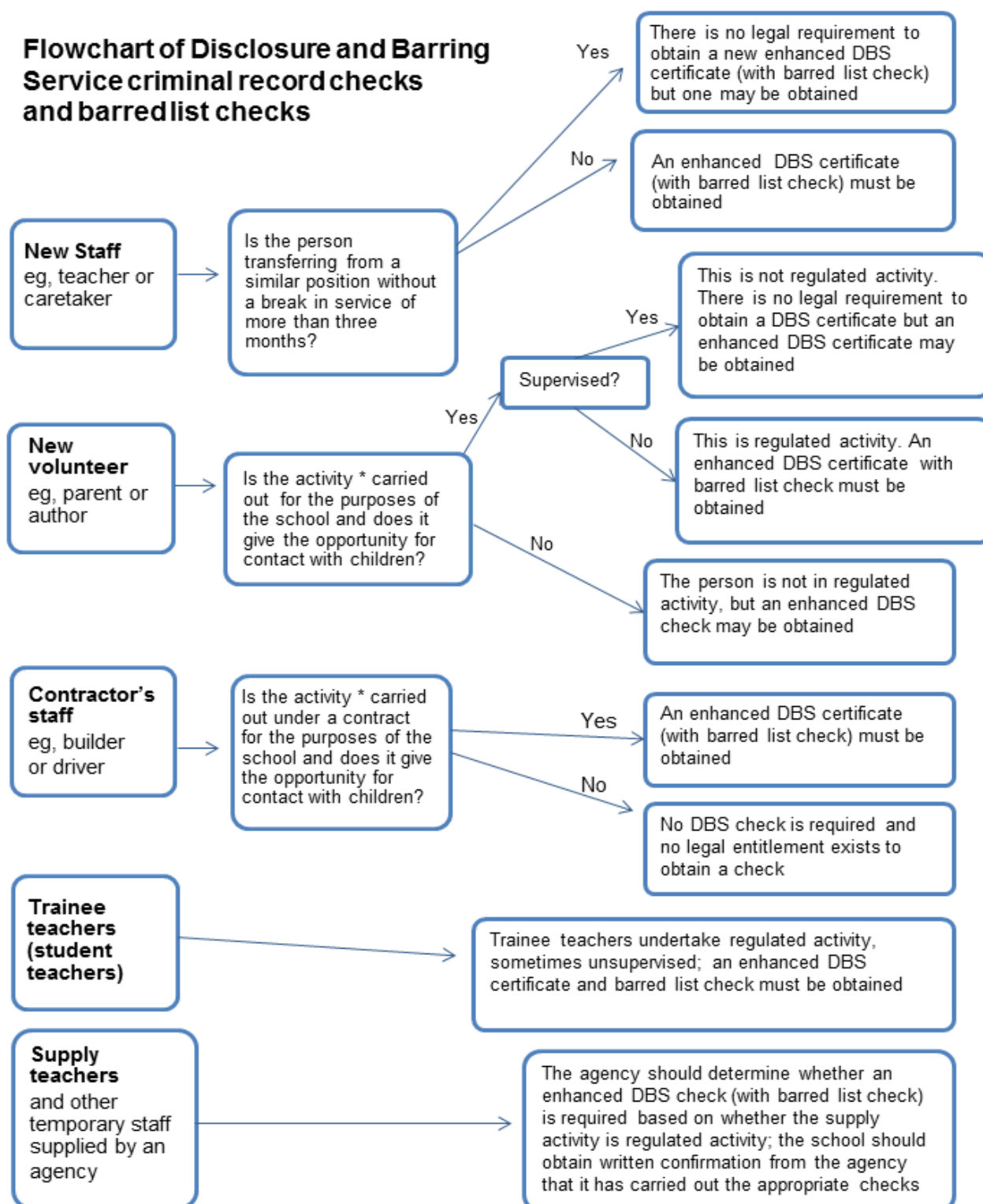
* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

APPENDIX C

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

APPENDIX D

ASSESSING THE NEEDS OF A CHILD

There are 4 tier thresholds for assessing the needs of children – It is the **DSL's** responsibility to consult the 'Chin' matrix to assess the next course of action.

Tier 1 – No additional support beyond that which is universally available. Typically these children are likely to live in a resilient and protective environment where their needs are met.

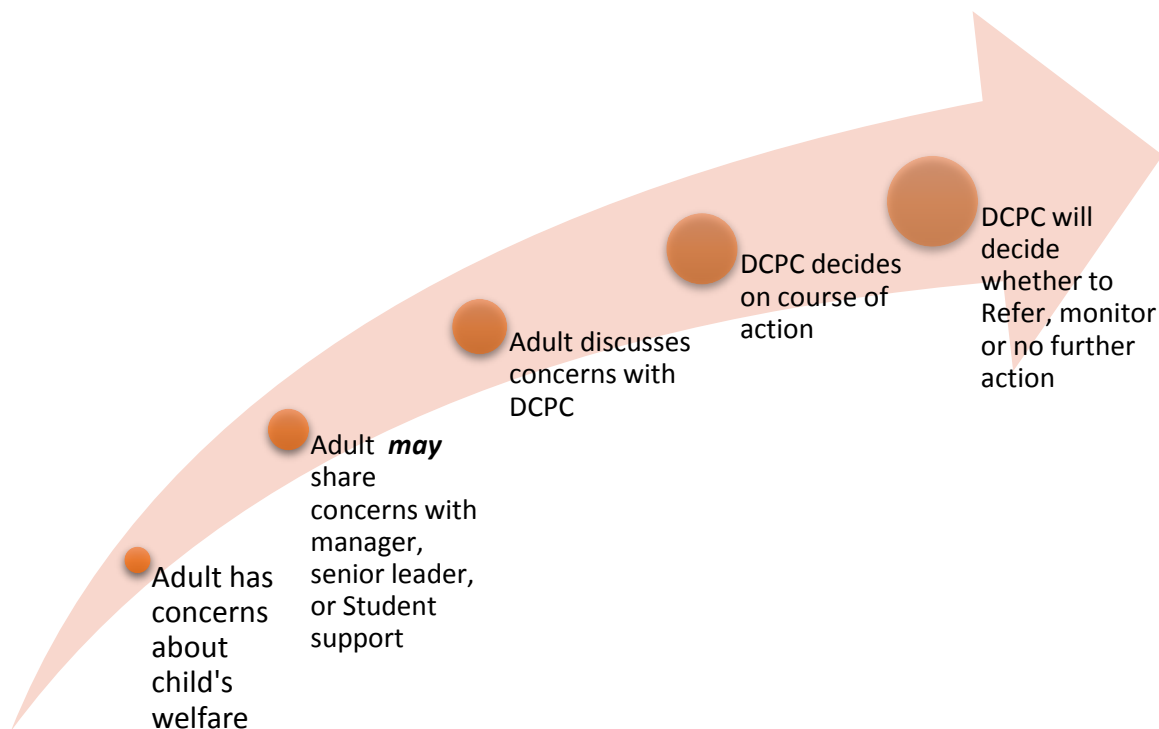
Tier 2 - Support – These children can be defined as needing some additional support without which they would be at risk of not reaching their full potential. Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. (Common Assessment Form)

Tier 3 – Children in Need – These children are identified as requiring specialist support. It is likely that for these children their needs and care are at present very significantly compromised. Only a small fraction of children will fall within this band. These children will be highly vulnerable. (Common Assessment Form)

Tier 4 – Child protection – Children experiencing significant harm that requires statutory intervention such as child protection or legal intervention. These children may need to be accommodated by the family/children's care services. (Social Services)

SAFEGUARDING CHILDREN – CHILD PROTECTION

- **All** those who come into contact with children and families in their everyday work have a duty to safeguard and promote the welfare of children.
- **All** staff should be familiar with and follow procedures and protocols for promoting and safeguarding the welfare of children.
- **ALL** staff must **know** who to contact to express concerns about a child's welfare.
- **All** staff should be familiar with Part 1 (P4-10) of the DFE document
 'Keeping Children Safe in Education'.
 <https://www.gov.uk/government/publications/keeping-children-safe-in-education>



The Adult should consult with the **DSL** as soon as they suspect a protection issue - see below.

What do I do if I suspect that there is a child protection concern?

- Section 175 of the Education Act makes it a statutory duty for schools to follow DfE and LA guidance on dealing with abuse and CP issues.

How will I know that a child is vulnerable or being abused?

You may not but...more often than not it is because you notice something about the child is different or not quite right. You may have picked up snippets of information from conversations or maybe the child has talked to you directly. If you have concerns – raise them immediately with the DSL.

- Physical Abuse – eg hitting, shaking, burning, scalding, drowning, and suffocating. This maybe recognisable through bruising, lacerations, visual marks and pain. Other signs may include lack of willingness to remove clothing or clothes covering injuries.
- Emotional abuse – Persistent emotional maltreatment of a child to cause severe and persistent adverse effects on emotional development. This may involve conveying to a child that they are worthless or unloved, over-protection, bullying and cyber-bullying, inappropriate expectations. This may lead to the child displaying extremes or changes in behaviour, such as being withdrawn or aggressive.
- Neglect – Persistent failure to meet a child’s basic physical or psychological needs. The child may have obvious poor diet or hygiene or lacks the ability to communicate with peers and adults.
- Sexual – Forcing or enticing a child or young person to take part in sexual activity. This may include physical acts which are penetrative or non-penetrative. Sexual abuse can also include non-contact activities involving looking at or in the production of sexual images and ‘grooming’ on the internet. Signs of this type of abuse are difficult however, they may become withdrawn or overly sexualised.

Some situations put a child at greater risk of abuse; illness, bereavement, drug use and misuse, alcohol use and misuse, domestic violence and being a young carer.

If you suspect any of the above raise the concern immediately with the DSL.

How do I deal with a child that tells me about abuse?

- When a child tells you something it is called '**disclosure.**'
- Disclosure is never easy to deal with but you must remember two things. The child is telling you something they find very difficult and they trust you.
- The role of an adult in '**disclosures**' is **R and R Recognise and Refer.**
- It is not the role of the adult to investigate or make judgements about what is true or false.

If a child approaches you ...

- Reassure that he / she is doing the right thing by telling.
- Do not promise confidentiality. Make it clear that you have a legal duty to make sure the child is safe and that this will mean that you have to tell someone else.
- Do not question the child ... let them tell their story. **Avoid investigative questions like 'where, when and who'**. These might frighten the child and could detrimentally interfere with any formal investigations by social services or the police.
- When the child is finished, reassure them that they have done the right thing and talk about what you are going to do next.
- When the child has gone, make detailed notes using as much of the child's own words as you can remember. Sign and date these. They may form the basis of any statement that you give to the authorities. There is a standard form available from Student Support.
- **Do not attempt to carry out any investigations** – immediately pass the information straight to the DSL. Do not be tempted to keep it to yourself. You will not have the overall school picture of what is happening to that child or necessarily be aware of any external agency intervention already in place. The DSL may ask you to continue to be the Link person for that child but you must involve the DSL straight away.

What do I do if I am unhappy with the response from the DSL?

- If unhappy with the DSL response you can refer to the Headteacher Mr. Wybar. If you are unhappy with the response of the Headteacher you can refer to Anne Robinson (Governor in Charge of Child Protection). You can get Anne Robinson’s contact details from Janet Carmody – you will not need to tell her why.

If you suspect a colleague is involved with the harm caused to a child you must follow the school procedures – Do not ignore it!

Your DSL are:



James Fotheringham John Gogarty Malcolm Moaby



Gareth Rapley Sarah Tremain Geoff Wybar (Head)

DECLARATION

It is the responsibility of all employees of Gravesend Grammar School to follow the School’s policies for safeguarding and promoting the welfare of children.

Signed: _____ Print name: _____ Date: _____
