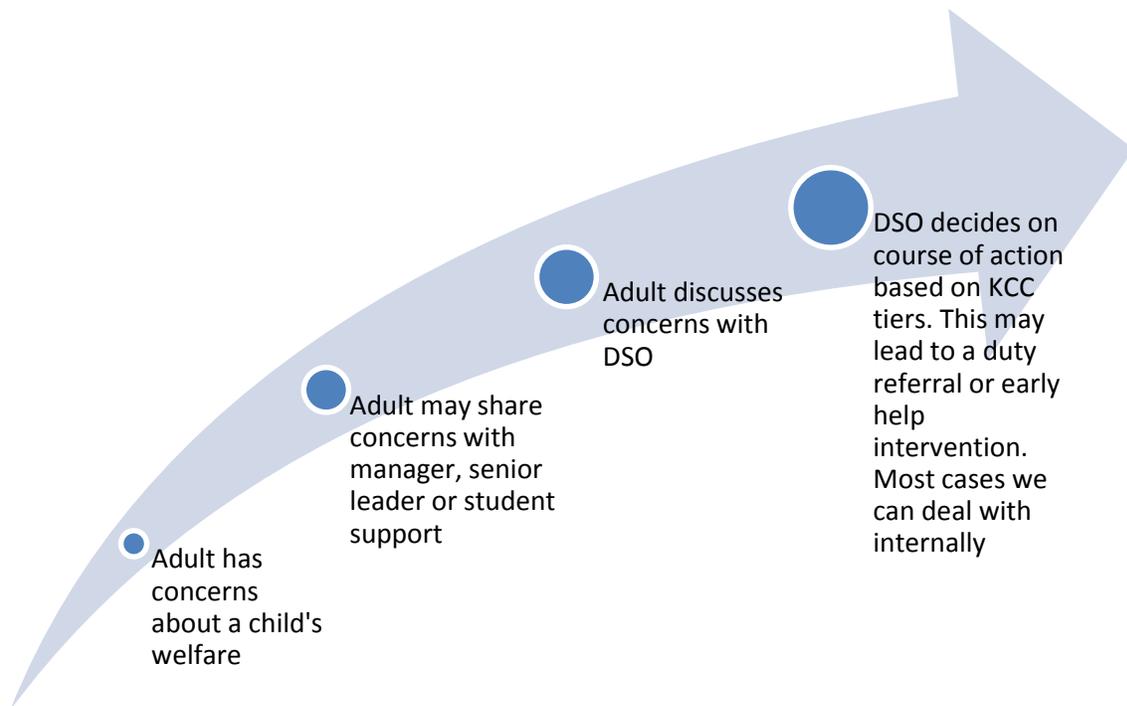


SAFEGUARDING CHILDREN

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 following 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 (P6-17) of the DFE document 'Keeping Children Safe in Education'.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf



The Adult should consult with the Designated Safeguarding Officer (DSO) as soon as they suspect a protection issue - see below.

Procedures

- These procedures are written using advice and guidance from the Department for Education. The documents 'Keeping Children Safe in Education' and 'Working together to safeguard children' have been used to prepare these procedures.

How do I recognise signs of abuse?

To keep children safe all adults at the school must be able to recognise signs of abuse. Most of the time you will not see the actual abuse but you will see the consequences of the abuse. As well as any physical indications, you should be aware that significant changes in behaviour maybe a sign of wider issues.

- **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 This may lead to the child displaying extremes or changes in behaviour, such as being withdrawn or aggressive.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 lack 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.

Specific areas identified as causing considerable harm to young people

- **Child Sexual Exploitation** – Exploitation of young people involves situations where young people receive something as a result of performing sexual activity. All cases of individuals exploiting others involve a power differential, one person having power over another. This differential could be age, intellect, physicality, economic or other resources. Adults should look out for changes in behaviour, inappropriate language that indicates interaction with an older person, sexualized behaviour and new friendship groups.
- **Female Genital Mutilation (FGM)** - FGM, also known as female genital cutting and female circumcision, is the ritual removal of some or all of the external female genitalia. Typically carried out using a blade or razor, FGM is practised by ethnic groups in 27 countries in sub-Saharan and north-east Africa and, to a lesser extent, in the Middle East. The age at which it is conducted varies from days after birth to puberty. Indications of FGM may include; the child may talk about FGM; family taking unauthorised holiday or aware of vaccinations not necessary for the UK; you are aware of other family members that may have had FGM.

- **Radicalisation** - People can often become drawn to principles and ideologies held by others and some are particularly susceptible to this type of control. Such individuals may be lacking moral role models in their lives or experiencing a lack of access to proper education or balanced arguments that can enhance their sensitivity to this form of manipulation.

These ideologies may be shared through local 'teachers', national groups and often on the Internet. Radicalisers use normal social processes of influence when trying to persuade vulnerable people towards their beliefs. The difference is they use it to potentially extreme effect. If you suspect that a child may be at risk of radicalisation you should talk immediately to the DSO or the lead prevent person (Headteacher).

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 DSO. 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 DSO may ask you to continue to be the Link person for that child but you must involve the DSO straight away.

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

- If unhappy with the DSO response you can refer to the Headteacher, Mr Wybar, Designated Safeguarding Lead (DSL). 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 DSO are:



James Deamer

James Fotheringham

John Gogarty

Fiona Kelly



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: _____