

Policy number: 1

Owner: Principal

Date of issue: September 2023

Review Date: September 2024

**Child Safeguarding Policy**

1. Introduction

The school is committed to ensuring the safety and well-being of all students, staff, and visitors. This policy outlines the school's approach to child protection and safeguarding and demonstrates our dedication to creating a safe and nurturing environment for everyone within our community. This policy aligns with the school's core values and principles, as well as local regulatory requirements.

2. Reporting and Managing Safeguarding Concerns

2.1. Reporting: All staff members are required to promptly report any safeguarding concerns or allegations of abuse to the designated safeguarding lead (DSL). Students, parents, and visitors are also encouraged to report any concerns they may have.

2.2. Managing: The DSL is responsible for overseeing the investigation of safeguarding concerns and allegations of abuse. They will work in collaboration with relevant authorities and agencies as necessary to ensure the safety of the child involved.

2.3. Recording: Detailed records of all safeguarding concerns and actions taken will be maintained securely and confidentially. These records will be made available to appropriate authorities upon request.

3. Roles and Responsibilities

3.1. Staff: All staff members have a responsibility to be aware of and follow this policy. They are also expected to participate in relevant training to enhance their understanding of child protection and safeguarding.

3.2. Leaders and Governors: School leaders and governors are responsible for overseeing safeguarding practices within the school, ensuring that policies and procedures are up to date, and providing necessary resources and support.

4. Staff Training, Student Education, and Parental Engagement

4.1. Staff Training: The school will provide regular training to staff members to ensure they are well-equipped to recognize signs of abuse, respond appropriately, and understand their role in safeguarding.

4.2. Student Education: Students will receive age-appropriate education on personal safety, boundaries, and how to seek help if they have concerns. This will be integrated into the curriculum.

4.3. Parental Engagement: The school will actively engage parents and guardians in discussions about child protection and safeguarding, providing them with information and resources to support their child's well-being.

5. Peer-on-Peer Harassment and Abuse

5.1. The school acknowledges that peer-on-peer harassment and abuse can also be a concern. We are committed to addressing such issues promptly and effectively. Procedures for reporting, managing, and recording incidents involving peer-on-peer harassment and abuse will be in place and communicated to all stakeholders.

6. Online Safety

6.1. The school recognizes the importance of online safety in today's digital age. We will implement measures to educate students about online safety and provide guidelines for responsible internet use.

7. Review and Revision

7.1. This Child Protection and Safeguarding Policy will be reviewed annually or as needed to ensure it remains current and effective. Any necessary revisions will be made in consultation with relevant stakeholders.

8. Conclusion

The school is dedicated to creating a safe and secure environment for all members of our community. This Child Protection and Safeguarding Policy demonstrates our commitment to fulfilling our core responsibility of protecting and nurturing the well-being of children and young people entrusted to our care.

Below are definitions of common types of abuse:

1. Physical Abuse

Definition: Physical abuse involves intentionally causing harm or injury to a child. This can include hitting, slapping, kicking, punching, burning, shaking, or any other form of physical harm. It may result in physical injuries such as bruises, fractures, or internal injuries.

2. Emotional or Psychological Abuse

Definition: Emotional or psychological abuse is the sustained emotional mistreatment of a child, which can have severe and lasting effects on their emotional well-being. This can include constant criticism, belittling, humiliation, intimidation, isolation, or threatening behavior.

3. Sexual Abuse

Definition: Sexual abuse refers to any form of non-consensual sexual activity or exploitation involving a child. This can include rape, sexual assault, molestation, child pornography, or any other sexual activity with a child that is against their will or understanding.

4. Neglect

Definition: Neglect is the failure to meet a child's basic needs for physical and emotional well-being. This can include inadequate food, clothing, shelter, medical care, supervision, or emotional support. Neglect can have serious consequences for a child's health and development. (how can we figure it out?)

5. Bullying and Peer-on-Peer Abuse

Definition: Bullying and peer-on-peer abuse involve repeated aggressive or harmful behavior by one or more students towards another student. This can include physical bullying (e.g., hitting, pushing), verbal bullying (e.g., name-calling, taunting), social bullying (e.g., excluding, spreading rumors), or online bullying (e.g., cyberbullying through social media or text messages). (how do we prevent it?)

6. Online and Digital Abuse

Definition: Online and digital abuse encompasses any form of harm or harassment that occurs in the digital environment. This includes cyberbullying, online grooming, exposure to inappropriate content, and any other online behavior that poses a threat to a child's safety and well-being. (curatorial hours in the form of games, would be appropriate to use digital resources such as quizzes, quizlet, Kahoot and other)

7. Discriminatory Abuse

Definition: Discriminatory abuse occurs when a child is mistreated or harmed due to their race, ethnicity, religion, gender, sexual orientation, disability, or any other characteristic. It includes prejudiced attitudes, behaviors, or actions that target a child based on their identity.

8. Financial or Material Abuse

Definition: Financial or material abuse involves the exploitation or misuse of a child's financial resources or possessions. This can include theft, extortion, or coercing a child to hand over money, belongings, or valuables.

9. Radicalization and Extremism

Definition: Radicalization and extremism refer to the process by which individuals are drawn into extremist ideologies, potentially leading to involvement in violent or harmful activities. Protecting children from radicalization involves identifying signs and providing support to prevent their involvement in extremist movements.

It is crucial that all staff members, students, and parents are familiar with these definitions and understand their role in reporting and addressing any concerns related to these types of abuse within the school community. Additionally, the policy should include procedures for reporting, managing, and recording instances of abuse, as well as contact information for relevant authorities and support services.

**Procedure for Responding to Abuse**

Recognition of Abuse

Any staff member who observes or suspects abuse must immediately recognize the signs and indicators of abuse, which may include physical injuries, behavioral changes, emotional distress, or disclosures from the child.

Immediate Action

If a staff member believes that a child is at risk of immediate harm, they must take immediate action to ensure the child's safety. This may include physically intervening to prevent further harm (Bullying and Peer-on-Peer Abuse)or contacting emergency services if necessary.

Listen and Reassure

If the child discloses abuse, the staff member should calmly and empathetically listen to the child, reassuring them that they are being heard and that their safety is a priority. Staff should avoid making promises they cannot keep.

Do Not Investigate

Staff members are not responsible for investigating abuse allegations. The role is to report concerns and observations to the designated safeguarding lead (DSL) or deputy DSL.

Report to the DSL

The staff member must report their concerns or the disclosure to the designated safeguarding lead (DSL) or deputy DSL as soon as possible. If the DSL is unavailable, they should report to another senior member of staff.

Record Information

The staff member should make a detailed and accurate record of what they have observed or what the child has disclosed. This record should include the date, time, location, individuals involved, and the child's words or behavior. This information should be kept securely and shared only with relevant authorities.

DSL Assessment

The DSL will assess the information provided and decide on the appropriate course of action. This may involve seeking additional information, consulting with external agencies, or reporting the concern to child protection services.

Communication

The DSL will communicate with the staff member, providing feedback on the actions taken and any further steps that need to be followed. Communication should be handled sensitively and confidentially.

Support for the Child

The school will provide appropriate support and care for the child involved, including counseling or access to external support services as needed. The child's well-being is of paramount importance.

Communication with Parents/Guardians

If the child is not at risk from their parents or guardians, the school may inform them about the concerns and actions being taken to protect the child, ensuring a balanced approach that respects the child's safety.

Ongoing Monitoring

The DSL will maintain regular contact with the child and monitor their well-being to ensure their safety and emotional recovery.

Documentation and Reporting

The DSL will maintain detailed records of the incident, actions taken, and any communication with external agencies. They will also report the incident to the appropriate authorities, following local child protection procedures.

Review and Evaluation

The school will conduct a review and evaluation of the incident, including the effectiveness of the response, to identify areas for improvement in safeguarding procedures.

Training and Prevention

Staff will receive ongoing training and guidance on recognizing and responding to abuse, and the school will implement preventive measures to create a safe and protective environment for all children.

Confidentiality

All information related to abuse cases must be treated with the utmost confidentiality, and only those who need to know should be informed. Sharing information should follow data protection and privacy regulations.

This procedure ensures a systematic and effective response to child abuse concerns within the school community while prioritizing the safety and well-being of the child involved. Staff should be trained in these procedures and reminded regularly of their responsibilities in safeguarding children.