



42. Child Protection and Safeguarding Children Policy

The Senior Designated Members of Staff for Child Protection and Safeguarding at The Maynard School are:

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Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances.

Schools and colleges and their staff form part of the wider safeguarding system and the school treats the safeguarding of the students in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the school's care and safeguarding is an agenda item for all staff meetings to ensure that staff are informed of, understand and discharge their roles and responsibilities as set out in the KCSiE guidance. Staff members are alerted to the particular potential vulnerabilities of looked after children.

This policy takes full regard of 1. Keeping Children Safe in Education (September 2016) (KCSiE) and 2. Working Together to Safeguard Children (March 2015) (WTSC). Full copies of these documents can be found online and in the staff rooms.

It is a statutory requirement that all staff read this policy alongside Part One of Keeping Children Safe in Education (attached to this policy) and the school's Staff Code of Conduct (available from the school handbook). These documents are available to staff through the staff handbook, are given out as part of the initial staff induction and when receiving Level 2 safeguarding update training every three years. They are required to sign to indicate that they have read these documents.

This policy should be read in conjunction with following school policies:

Anti- Bullying Policy, Anti-Corruption & Bribery Policy, Data Protection Policy, E-safety Policy, Health and Safety Policy, PSHE Policy, Relationships and Sex Education Policy, Restraint of Pupils Policy, Searching Students Policy, Supervision of Students Policy, Whistleblowing Policy, Working with Volunteers Policy, Complaints Policy and Procedures; Preventing Radicalisation Policy, Visiting Speakers Policy

Policies referred to in this document are available on the school website or from the school office

The Maynard School fully recognises its responsibilities for safeguarding children. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

Our policy applies to **all** staff, governors and volunteers working in the school.

The school has a child-centred and coordinated approach to safeguarding.

The main elements to this policy are:

- Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with children;
- Ensuring that all students, parents and staff are aware of the duty to pass on concerns to the relevant agency



- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- Developing and implementing procedures for identifying, recording and reporting cases, or suspected cases, of abuse;
- Supporting students who have been abused in accordance with their agreed child protection plan;
- Establishing a safe environment in which children can learn and develop.
- Recognising and supporting children in need as well as those at risk, to prevent problems escalating and to work with external agencies.
- Assessing the risk of radicalisation of young people in line with the Prevent Duty and how to respond to a concern
- Assessing the risk of child sexual exploitation and how to respond
- All staff should have an awareness of safeguarding issues, which include those listed in Appendix 3 'Signs of Abuse', as well as behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting, which put children in danger.

The school is committed to the safety and care of the students and the wider school community and aims to provide this in many ways, for example:

- Termly Health and Safety Committee meetings, involving staff and governors, aim to ensure the safest environment is provided and all areas of the school are risk assessed annually.
- A comprehensive procedure for off-site visits ensures that students are safe when away from the school.
- All visitors to school are monitored through Reception and visiting contractors are DBS vetted or accompanied.
- Guest speakers are also vetted and are always accompanied on site, according to our Visiting Speakers policy.
- The school has a robust filtering system for its ICT use that blocks intentional access to or accidental viewing of inappropriate sites. Students are taught to report any inappropriate material that they should encounter or to share any concerns if they are worried by any online content.
- All inappropriate internet use is monitored each week by the SDL for Safeguarding and is shared with Heads of Year to follow up any concerns with individuals.
- The school has a comprehensive acceptable internet user policy for all staff and children which individuals sign agreement to each year.
- Cyber safety is a central part of the ICT programme of study and students are taught how to report any abuse.
- Cyber safety sessions and "awareness of our digital selves" training is provided for parents each year.



- All external doors on site are on code locks and the students are instructed not to share these.
- The students receive instruction on keeping themselves safe and what to do if they have a concern for themselves or someone else.
- Posters in the students' communal areas identify risks they may encounter and what these look like e.g. bullying and abuse.
- All staff receive regular training in safeguarding and child protection.
- The school counsellor and school nurse provide personal care for students.
- Guest speakers and visitors attend the school each year to promote good health amongst the school community, for example Nick Baylis' sessions with the Main School on wellbeing and Giles Andreae's visit to Junior School on how to be happy. The visit of a doctor to Y6 to promote self-esteem and positive body image.
- The school pastoral system ensures that all students have individuals they feel confident to share any problems or concerns with.
- The Junior School buddy system provides younger students with an older friend to support them.
- All visitors to the school are informed of who to share any safeguarding concerns with through information in Reception and on their lanyard.
- The school promotes British values to encourage tolerance, democracy, mutual respect, the rule of law, individual liberty, equality, respect and tolerance of different faiths and cultures.
- The PSHE, RE and assembly programmes all instruct students on how to care for themselves and others.
- Themed weeks are employed to promote wellbeing, such as "True Grit" week to promote resilience.
- Poor attendance is recognised as an indicator of issues relating to safeguarding and wellbeing and is carefully monitored.
- Bullying is not tolerated at the school and an anti-bullying survey is completed by students each year.
- Self-assessment forms are completed by the Junior School each year to allow them to indicate any concerns.
- A worry box is available for the Junior students to anonymously share any concerns.
- Safer recruitment procedures are employed when recruiting new staff.



1. Procedures

The school will follow the procedures set out by the Devon Safeguarding Children Board (DSCB) and take account of guidance issued by the Department for Education (DfE) as described in the following bullet points:

The school will:

- Refer immediately to Social Services any children who are at risk and will report any crimes that may have been committed to the police
- Ensure it has two Senior Designated Members of Staff (SDL for Safeguarding) who have undertaken the Devon Safeguarding Children Board (DSCB) two day Level 3 Multi-Agency Safeguarding Children training and who undertake to update their training at least every 2 years (see Appendix 1: Safeguarding Training Record). The SDL for Safeguarding training must include inter-agency working, participation in child protection case conferences, supporting children in need, record keeping and promoting a culture of listening to children;
- The school will contribute to inter-agency work in line with WTSC and in accordance with locally agreed procedures.
- Ensure it has nominated governors with responsibility for overseeing safeguarding within The Maynard School;
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the SDL for Safeguarding and their role;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the SDL for Safeguarding (see Appendix 2: Some Characteristics of Abused Children and Part One of KCSiE)
- Ensure all staff, temporary staff and volunteers receive Level 2 safeguarding training at least every three years in line with DSCB recommendations;
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school parent-student handbook;
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at strategy meetings, initial case conferences, core group and child in need review meetings;
- Ensure that the duty of care towards its students and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice;
- Be aware of and follow procedures set out by the DSCB where an allegation is made against a member of staff or volunteer as set out in Section 9;
- Ensure safer recruitment practices are always followed.
- Train staff in their responsibility to prevent radicalisation and child sexual exploitation



The school policy and procedures will be reviewed annually by the SLT and nominated governors and up-dated in accordance with current legislation. The implementation of policy provision will be evidenced through minutes of meetings, which should be sufficiently detailed to demonstrate the depth of review.

The school policy, procedures and practice will be audited by the DSCB and any necessary deficiencies will be remedied without delay.

When staff join the school they will be informed of the safeguarding children arrangements in place. They will be given a copy of this policy, Part One of KCSiE and the Staff Code of Conduct and told who the SDL for Safeguarding are and who acts in their absence.

The induction programme will include Level 2 safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, as well as when and how to record a concern about the welfare of a child.

All volunteers and regular visitors to our school will be told where our policy is kept and given the name of the SDL for Safeguarding.

2. Responsibilities

The Governing Body will nominate a member to be responsible for safeguarding children and liaise with the SDL for Safeguarding in matters relating to safeguarding. It will ensure that safeguarding policies and procedures are in place, available to parents and reviewed annually.

The Headmistress will ensure that the child protection and safeguarding policies and procedures are fully implemented and followed by all staff and that sufficient resources are allocated to enable the SDL for Safeguarding and other staff to discharge their responsibilities with regard to safeguarding.

The SDL for Safeguarding will co-ordinate action on safeguarding and promoting the welfare of children within the school ensuring that all staff, volunteers and visitors to the school know who the SDL for Safeguarding is and who acts in his/her absence, they are aware of their responsibilities in being alert to the signs of abuse and of their responsibility to report and record any concerns.

All staff and volunteers will receive Level 2 training on recognising the signs and symptoms of abuse and managing a disclosure. This training also includes information on whistle blowing procedures, child sexual exploitation, female genital mutilation and preventing radicalisation from extremism. They also receive the school's Code of Conduct, Keeping Children Safe in Education Part 1, the school's Child Protection and Safeguarding Policy and the Preventing Radicalisation from Extremism Policy. All staff and volunteers sign for these documents on the understanding that they will read and familiarise themselves with them.

The SDL for Safeguarding is responsible for:

- Referring all cases of suspected abuse to the local authority children's social care and:
 - The Local Authority Designated Officer(s) for child protection concerns (all cases which concern a staff member),
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).



- Referring a child to Children's Social Care at MASH within 24 hours of a disclosure or suspicion of abuse. Referrals should be made in writing, following a telephone call (see Appendix 3: Guidelines for staff on making enquiries to Children's Social Care). If a member of staff is made aware of a child protection concern or has a disclosure made to them when the school is closed during holidays and weekends they will undertake the referral process – see MASH contact sheet Appendix 2 – and inform the SDL for Safeguarding at the first available opportunity.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral enquiry.
- Ensuring that all such records are kept confidentially and securely, separate from student records, until the child's 25th birthday, and are copied on to the child's next school or college. Records will be kept in line with DFE and DSCB guidelines.
- Ensuring that an indication of further record-keeping is marked on the student records.
- Liaising with other agencies and professionals.
- Ensuring that either they or an appropriate school representative attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.
- Ensuring that any student currently with a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection induction and update training every 3 years, for all school staff (see Appendix 1 Safeguarding Training Records) and keeping them aware of child protection procedures through regular updates at staff training and meetings.
- Linking with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Meeting with the governor responsible for safeguarding for a termly update on safeguarding issues.
- Providing, with the governor responsible for safeguarding, a termly report for the governing body, detailing any changes to the policy and procedures; training undertaken by the SDL for Safeguarding, and by all staff and governors; number and type of incidents/cases, and number of children with child protection plans (anonymised).
- This policy and its implementation will be reviewed and approved annually by the whole governing board and "signed off" by the Chair of Governors. The date of the next review is at the end of this policy.
- Staff who have concerns about a student should share these immediately with the SDL for Safeguarding for safeguarding and record their concerns. Staff could also email mashsecure@devon.gcsx.gov.uk or phone 03451551071 as set out by the Devon Safeguarding Children Board (DSCB).
- Whilst it is the expectation that referrals will be made by the SDL for Safeguarding for safeguarding, any staff are entitled to do so, including if they are not content with the actions taken by the SDL for Safeguarding for safeguarding or school leadership. Safeguarding is everyone's responsibility.



- MASH, the county Early Help service and the Devon Educational Safeguarding Officer can be contacted for advice on whether an individual's need meets the threshold for referral. It is important that students receive the right help at the right time to address risks and prevent issues from escalating. The DSCB promotes its Early Help Strategy to ensure services work together to help children and families and to reduce the need for statutory risk assessment.
- It is imperative that staff act on concerns and, when possible, refer any early signs of abuse and neglect to the SDL for Safeguarding for safeguarding or directly to the relevant authority.
- The SDL for Safeguarding must reassess concerns when situations do not improve, must share information quickly and challenge inaction.

3. Managing a Disclosure and Dealing with a Concern

Further information and contact details are available at www.devonsafeguardingchildren.org

Teachers and other staff in schools are in a unique position to observe children's behaviour over time and often develop close and trusting relationships with students. If a child discloses directly to a member of staff, the following procedures will be followed:

- Listen carefully to what is said.
- Ask only open questions such as:
 - ‘How did that happen?’
 - ‘What was happening at the time?’
 - ‘Anything else you want to tell me?’
- Do not ask leading questions which may be considered to suggest what might have happened, or who has perpetrated the abuse, e.g. ‘Did your Dad hit you?’
- Do not force the child to repeat what she has said in front of another person.
- Staff cannot promise confidentiality of a disclosure.
- Information from a disclosure will be shared with the SDL for Safeguarding, the Headmistress and limited to those who are required to calm the individual's anxiety. The SDL for Safeguarding will share information with the necessary agency e.g. police, Social Care.
- The school will consult with the LSCB / MASH (in relation to children) and the LADO (in relation to adults) if advice or guidance is needed.

Following a disclosure, the member of staff should talk immediately to the SDL for Safeguarding and complete a written record. Record sheets are available from the safeguarding notice board in the staff room.



If a parent, member of staff or student has a child protection or safeguarding concern or allegation, they should discuss this immediately with the SDL for Safeguarding. This concern / allegation will be shared with the Headmistress, as long as she is not the subject of the concern in which case it will be shared with the Chair of Governors. All concerns are recorded. If consultation is required, then this will take place with the LSCB / Multi Agency Safeguarding Hub for children and the Local Authority Designated Officer in relation to adults. Confidentiality cannot be offered. If a crime has been committed this will be reported immediately to the police.

Early Help

All school staff should be aware of the early help process and understand their role to take timely action to help a child if they have a safeguarding concern.

All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenager years. In the first instance, staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required other agencies and professionals in an early help assessment.

Early help includes, identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If early help is appropriate, the Designated Safeguarding Lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and/or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care, if the child's situation does not appear to be improving.

Information Sharing & Confidentiality

The school recognises that all matters relating to child protection are confidential.

Whilst ensuring that key individuals have necessary information to best support students, the Headmistress or SDL for Safeguarding will disclose any information about a student to other members of staff on a need-to-know basis only.

The school will cooperate fully with other relevant agencies in the interests of child protection as set out in [Working Together to Safeguard Children](#)

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

4. Record Keeping

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse, will make notes as soon as possible (within the hour, if possible) writing down exactly what was said, using the child's own words as far as possible. All notes should be timed, dated and signed, with name printed alongside the signature. Concerns should be recorded using the school's safeguarding children recording



system. Record sheets are available on the safeguarding notice board in the staff room and from the SDL for Safeguarding.

All records of a child protection nature should be passed to the SDL for Safeguarding including case conference minutes and written records of any concerns.

Case conference minutes should not be kept when a child is no longer under child protection.

5. Supporting Children

The school recognises 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.

The school recognises that it may provide the only stability in the lives of children who have been abused, who are at risk of harm and who are in need.

The school accepts 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.

The school will help children who are abused or in need by reporting any crimes to the police and referring to Social Services. The school will seek support for children in need through a variety of ways according to the need of the individual, including the school tutor system, the school counsellor or nurse, Devon Early Help Services and the range of children and young peoples' services such as CAMHS.

Students are taught about safeguarding through the PSHCE and the Computing and IT curricula. Visiting speakers / specialists and the assembly programme also contribute to this. Similarly, posters in student areas and information delivered through tutor groups ensure students know how to recognise abuse and how to seek support.

Our school will support all students by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a student about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the student's new school or FE College and ensuring the school medical records are forwarded as a matter of priority.

Should a student run away the Critical Incident Policy will be employed.

The school recognises that children who have suffered or are at risk of suffering serious harm should be reported to children's social care / MASH immediately in line with Appendix 3; whilst those with welfare concerns who are need of additional support from other agencies should undergo an inter-agency assessment using the DSCB processes.



6. Supporting Staff

The school recognises that staff who become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. The school will support such staff by providing an opportunity to talk through their anxieties with their Line Manager, the school counsellor or the SDL for Safeguarding and to seek further support as appropriate.

Staff Training and Updates

In addition to all staff being required to attend safeguarding and child protection training, all staff members will receive child protection and safeguarding updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

7. Safer Recruitment and Selection of Staff

The school adheres to safer recruitment directives as set out in WTSC and in KCSiE. A statement is included in all job advertisements, publicity material, recruitment websites, and candidate information packs.

The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to deter, reject or identify people who might abuse children or are otherwise unsuited to work with them.

All selection panels will include at least one person who has successfully completed accredited safer recruitment training. All statutory checks on prospective staff will be completed and proportionate additional checks made where necessary to be satisfied of suitability. All volunteers will be appropriately supervised.

8. Allegations against staff / volunteers

Please also refer to the Whistleblowing Policy and the Complaints Policy and Procedures in the Staff Handbook.

The school will follow the procedures set out in KCSiE when managing allegations against staff.

The school understands that an allegation of abuse may be made against a member of staff, a volunteer, the SDL for Safeguarding or the Headmistress.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the SDL for Safeguarding. The Headmistress will be informed immediately of any allegations made against staff.

The Headmistress on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) for allegations against staff immediately or within one working day.

If the allegation made to a member of staff concerns the Headmistress, the SDL for Safeguarding will immediately inform the Chair of Governors who will consult with the LADO immediately or within one working day. This contact should be made with informing the Headmistress. If the allegation is made against the SDL for Safeguarding, this will be reported directly to the Headmistress.



In case of serious harm, the police should be involved from the outset. The LADO should be informed within one working day of any allegations or reports made directly to the police. Parental consent is not required before reporting allegations to the LADO.

Should an allegation be substantiated against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to prevent similar events in the future.

The school will consult with the LADO and if advised to do so, will report to DBS any person (whether employed, contracted, a volunteer or a student), whose behaviour in the context of safeguarding has given cause for concern. This will take place within one month of that person leaving the school.

In line with restrictions in KCSiE, the school will make every effort to maintain confidentiality and guard against unwanted publicity when allegations are made against staff.

The school is committed to promptly reporting to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and the DBS criteria are met, including any person who has harmed or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children or would have been removed had he or she not left earlier. Ceasing a person's services includes dismissal, non-renewal of a fixed-term contract, no longer engaging or refusing to engage a supply teacher provided by an employment agency, terminating a placement of a trainee or student teacher, no longer using staff employed by contractors, no longer using volunteers, resignation and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training or volunteering. Reports must contain as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. Compromise agreements cannot apply in this connection or where individuals refuse to cooperate with an investigation. The governors of the school have a legal responsibility to respond to requests from the DBS for information they already hold, but they do not have to find it from other sources.

The school acknowledges it has a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) when a teacher has been dismissed (or would have been had they not resigned) and a prohibition order may apply. The reason such an order would be considered are "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Further guidance is published on the NCTL website.

9. Whistleblowing

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Please refer to the Whistleblowing Policy.

General guidance can be found at [Advice on whistleblowing](#)

The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.



10. Complaints or Concerns expressed by Students, Parents, Staff or Volunteers

The school recognises that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard her welfare.

The school will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint (see complaints policy and procedures) The school will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint.

11. Prevention

The school recognises that it plays a significant part in the prevention of harm to its students by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are always listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- Include in the curriculum opportunities that equip children with the skills they need to recognise and stay safe from abuse.

12. Physical Intervention

Our policy on restraint of students is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.

The school understands that physical intervention of a nature that causes injury or distress to a child may be considered under safeguarding children or disciplinary procedures.

13. Abuse of Trust

The school recognises that as adults working in the school, staff are in a relationship of trust with the students in their care and acknowledge that it is a criminal offence to abuse that trust.

The school acknowledges that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust.

The school recognises that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.



14. Corporal Punishment

Under section 131 of the School Standards and Framework Act 1998, corporal punishment is prohibited for students at the Maynard School.

15. Bullying / Child to Child Abuse

The school policy on bullying is set out in a separate policy and acknowledges that bullying may lead to consideration under safeguarding children procedures when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. This includes all forms of bullying – disability, cyber, racist, homophobic and gender related.

The school recognises that abuse, including bullying, can occur from one child to another. Incidents where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm as a result of child on child abuse will be referred to local agencies as in any other case.

16. E-safety

Our E-safety policy recognises that internet safety is a whole school responsibility (staff, students, parents).

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

We therefore recognise our responsibility to educate our students, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

17. Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips and visits.

18. Teaching Safeguarding

The school sets out to teach the students about protecting themselves from abuse and keeping safe at age appropriate levels. This takes many forms from year to year including the NSPCC keeping safe from abuse training with Y5 and Y6, the Wessex Life Education bus visit from Y2 -Y7, Sexpressions visit to Y10 -11, body image and mental health visitors, the PSHE and assembly programmes, the cyber safety programme throughout the school, and displaying information posters throughout the school.

19. Disqualification by association

The school pays due regard to Early Years and later year (under 8's) childcare - Disqualification under the childcare Act 2006 June 2016.

All staff in the school complete a disclosure form on induction to state that they are not knowingly eligible for disqualification from working in childcare with under 8's by association with those they live with. The grounds for disqualification occurs as soon as the above



criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list. Completed disqualification by association forms are kept securely by the Bursary.

20. Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. The school will follow its procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Staff will monitor attendance through the registration system twice each day to be vigilant of children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. Attendance monitoring is overseen by the Deputy Head of School. Staff must report any attendance irregularities to the Headmistress, Deputy Head of School or the SDL for Safeguarding

Medical notes are required for any absence beyond three days.

The school will inform the local authority of any student who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The school will inform the local authority when it is to delete a student from its register under the above circumstances. This will be done as soon as the grounds for deletion are met, but no later than deleting the student's name from the register. It is essential that the school complies with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

The school must inform the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school



days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)

21. Preventing radicalisation

The school recognises its responsibility to prevent and report the radicalisation of children in line with the Counter Terrorism and Security Act (2015), the Prevent Duty Guidance (2015), WTSC and KCSiE. The Maynard School ensures through its vision, values, rules, diverse curriculum and teaching the promotion of tolerance and respect for all cultures, faiths and lifestyles. The school promotes fundamental British values as part of the SMSC aspect of the school life and curriculum including the values of freedom of speech and expression of beliefs / ideology as rights underpinning our society's values. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. The school seeks to protect children and young people against the messages of all violent extremism and will report concerns on the contact details that follow, where advice and support about extremism can also be obtained.

Contact the local police force (dial 101 for non-emergency help) or the DfE dedicated helpline and mailbox for non-emergency help (dial 02073407264 or email counter-extremism@education.gsi.gov.uk). Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

The school seeks to build resilience against radicalisation by the promotion of core British values including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are promoted through the RS, PSHE and assembly programmes as well as through specific events such as "What it means to be British" day and the celebration of key events and anniversaries.

Visiting speakers will be selected with care to ensure that there is no risk of radicalisation or corruption. Speakers must be known to staff, come with a reference from a known source or come from a reputable provider before being engaged. All speakers will be accompanied and supervised by a member of staff throughout their visit.

The SDL for Safeguarding will undertake Prevent Awareness training (concerning the risks of radicalisation and how to identify students at risk) and is able to provide advice and support to other members of staff on protecting children from risk of radicalisation.

See the school's Preventing Radicalisation Policy for full details

22. Child Sexual Exploitation

The sexual exploitation of children and young people under 18 is defined as that which, "involves exploitative situations, contexts and relationships where young people receive "something" (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another 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 intimidation are



common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability." (DfE 2012)

The characteristics common to all victims of CSE are their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s) and therefore do not make informed choices. Sexual exploitation can happen face to face or online. It can also occur between young people. In all its forms CSE is child abuse and should be treated as a child protection issue.

The Maynard School recognises its responsibility to train staff in recognition of the indicators of CSE and will share any concerns with other agencies, including police and Social Care. Should any CSE concerns be raised, the police can access Police databases to obtain information and intelligence about suspected perpetrators. If there is a concern, the school will not hesitate to make an enquiry or referral to MASH, having used the Threshold Tool. A school representative will attend all Child Protection conferences.

The school will map students against the vulnerabilities checklist below in cases of concern and target intervention thereafter. The school is vigilant to the link between children going missing and absences and the risk of CSE – this is highlighted in staff training on induction and attendance is monitored by tutors.

The school recognises that often the best way of finding out what is going on in the life of a young person is through their friends. If there is a risk that a young person is being exploited or groomed, then it is likely that their friends will be concerned and may disclose information regarding to this.

The school's PSHE programme promotes safe and healthy relationships.

Heads of Year and tutors have a crucial role in recognising changes of behaviour and concerns that could be indicative of CSE.

The school has robust e-safety procedures and students are taught about online risks and how to report concerns.

Warning signs and vulnerabilities checklist:

The evidence available points to several factors that can increase a child's vulnerability to being sexually exploited. The following are typical vulnerabilities in children prior to abuse:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships
- Attending school or setting with young people who are sexually exploited
- Learning disabilities or complex needs
- Disabilities – including visual and hearing impairments



- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

(Office of the Children's Commissioner 2013 Interim Report – Inquiry into CSE in Group and Gangs)

The following signs and behaviour are generally seen in children who are already being sexually exploited.

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually transmitted infections, pregnancy and terminations
- Absent from school (full days or for periods during the day)
- Estranged from family
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self harm
- Thoughts of or attempts at suicide
- Dress
- Older boyfriends or friendship group
- Sofa surfing



Evidence shows that any child displaying several vulnerabilities from the above lists should be considered at high risk of sexual exploitation. If you can identify a child who you consider to be suffering from or at high risk of CSE, inform the SDL for Safeguarding who will contact Children's Services.

23. Female Genital Mutilation

Any concerns relating to FGM should be reported to the local police by dialling 101 for non-emergency contact or 999 for emergency contact.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. More detailed information about FGM is available in the HM Government document, **Female genital mutilation: multi-agency practice guidelines**.

Indicators of FGM

There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

Indications that FGM may be about to take place soon

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

There can also be clearer signs when FGM is imminent:

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.



- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent
- Parents seeking to withdraw their children from learning about FGM.

Indications that FGM may have already taken place

It is important that professionals look out for signs that FGM has already taken place so that:

- the girl or woman affected can be supported to deal with the consequences of FGM
- enquiries can be made about other female family members who may need to be safeguarded from harm.
- criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm.

There are a number of indications that a girl or woman has already been subjected to FGM:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school
- A prolonged absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

Actions

If staff have a concern they should follow the school's standard safeguarding procedures, using existing protocols for multi-agency liaison with police and children's social care. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students.

The mandatory reporting duty commences from October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have



been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

24. Mental Health

The school recognizes that good mental health and resilience are fundamental to our physical health, our relationships, our education, our work and to achieving our potential. The school promotes to students and staff to take responsibility for caring for our own mental health and that of others, and to challenge the blight of stigma and discrimination. Improved mental health and wellbeing is associated with a range of better outcomes for people of all ages and backgrounds. These include improved physical health and life expectancy, better educational achievement, increased skills, reduced health risk behaviours such as smoking and alcohol misuse, reduced risk of mental health problems and suicide, improved employment rates and productivity, reduced anti-social behaviour and criminality, and higher levels of social interaction and participation.

The school recognises that some mental health problems are long lasting and can significantly affect the quality of people's lives, especially if they are not treated. Some people only experience a single episode of mental ill health. Others, who may have longer-standing problems, can enjoy a high quality of life and fulfilling careers. However, the personal, social and economic costs of mental ill health can be considerable.

No other health area combines frequency of occurrence with persistence and breadth of impact to the same extent. The stigma attached to mental ill health and the social barriers that surround it amplify its direct effects and damage the life chances of people with mental health problems.

The school is aware that there are indications that some problems are becoming more prevalent: for example, more young people have behavioural and emotional problems.

At least one in four people will experience a mental health problem at some point in their life and one in six adults has a mental health problem at any one time.

One in ten children aged between 5 and 16 years has a mental health problem, and many continue to have mental health problems into adulthood.

Half of those with lifetime mental health problems first experience symptoms by the age of 14, and three-quarters before their mid-20s.

Self-harming in young people is not uncommon (10–13% of 15–16-year-olds have self-harmed).

Having mental health problems can be distressing to individuals, their families, friends and carers, and affects their local communities. It may also impact on all areas of people's lives. People with mental health problems often have fewer qualifications, find it harder to both obtain and stay in work, have lower incomes, are more likely to be homeless or insecurely housed, and are more likely to live in areas of high social deprivation.

Those with poor mental health are more likely to have poor physical health. This is due in part to higher rates of health risk behaviours, such as smoking, and alcohol and substance misuse. Some people with mental health problems have poor diets, may not be physically active and may be overweight, though the reasons for this are complex.



Mental health problems can also contribute to perpetuating cycles of inequality through generations. However, early interventions, particularly with vulnerable children and young people, can improve lifetime health and wellbeing, prevent mental illness and reduce costs incurred by ill health, unemployment and crime. Such interventions not only benefit the individual during their childhood and into adulthood, but also improve their capacity to parent, so their children in turn have a reduced risk of mental health problems and their consequences.

The school promotes good mental health in a number of ways.

- Good relationships between staff and students and between students themselves are encouraged through the ethos of the school, the PSHE programme, the tutor system and the assembly programme, so that all individuals feel well supported and have people to speak with.
- The school counsellor works with individuals in need each week. Students can be referred through the Deputy Head and Head of Junior, although students can also drop in on their own.
- The school refers individuals to their GP if an individual is considered to need professional support beyond the means of the school. The GP will refer to CAMHS
- The school holds a number of visits and events to help build resilience and to promote mental health. These include for example, guest speakers on the subject of wellbeing in both Junior and Main School, a visit from a doctor to Y6 to speak on maintaining mental health, specific curricular days and events built around resilience such as “true grit” week, an encouragement for students to participate in teams and sporting events and many others that vary from year to year.

Should any staff have concerns over the mental wellbeing of any students or colleagues, these should be discussed with the SDL for Safeguarding.



Contacts - Internal:

Patricia Wilks – Senior Designated Lead for Safeguarding and Child Protection (SDL for Safeguarding)

07767 828909 / 01392 273417 / TriciaWilks@maynard.co.uk

Steve Smerdon - Deputy Designated Lead for Safeguarding and Child Protection

Sarah Witheridge

Governor responsible for safeguarding children - Level 3 trained

Sarah Dunn – Headmistress

Peter Hammond - School Bursar

Accredited Safer Recruitment trained

Lady Jan Stanhope

Chair of Governors

Contacts - External:

Beverley Dubash

Lead Officer for Safeguarding Children in Education

01392 303983

MASH consultation line

01392 388361/2/3

MASH Enquiry Line / Devon LSCB

0345 1551071

NSPCC Helpline

0808 800 5000

Local Authority Designated Officer (LADO):

01392 384964

ladosecure-mailbox@devon.gov.uk

Jane Parameter – LADO

01392 384964

Carola Salvadori – LADO

01392 384964

Jennie Waldon - Manager of Unit – Devon Safeguarding Children Board 01392 384964

Contacting the Multi-Agency Safeguarding Hub

MASH for urgent safeguarding enquiries 0345 155 1071.

Email: mashsecure@devon.gcsx.gov.uk

MASH Opening Hours: Monday – Thursday, 9:00 AM to 5:00 PM

Friday, 9:00 AM to 4:00 PM

Local Offices:

Civic Centre

Barnstaple

EX31 1EE

e-mail North Devon: barnstapleccchildrensteam-mailbox@devon.gov.uk

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Parkers Way
Totnes
TQ9 5UF
e-mail: ssshams@devon.gov.uk
Tel 01803 869300
Fax 01803 869303

Out of hours' service

Social Services have an Emergency Duty Service which offers an emergency crisis service for matters which cannot wait until the local office opens. They operate from Monday to Thursday - 5 pm to 9 am, Friday - 4 pm to 9 am and also at weekends and Bank Holidays.

Tel. 0845 6000388 (low-call rate)



APPENDIX 1: SAFEGUARDING STAFF TRAINING RECORDS

Member of staff <i>position</i>	Most recent training	Date	Retraining due on
Tricia Wilks (SDL for Safeguarding)	<ul style="list-style-type: none"> DCC Safeguarding and ISA training day DCC Safeguarding Children Level 3 Safer recruitment and allegations management training Online Prevent Training GSA / Met Police prevent training 	Oct 09 May 10 / June 2013 / June 2015 June 12 September 2015 June 2015	 Jun 2017 Jun 2017
Steven Smerdon (Deputy Designated Lead for Safeguarding)	<ul style="list-style-type: none"> DCC Safeguarding Children Level 3 ADVA Domestic Violence and Abuse Level 1 Safer recruitment and allegations management training Self-harm and eating disorders – creating positive support. Creative Education in Bristol CEOP Ambassador training Providing Early Help Online Prevent Training Termly attendance at Babcock Safeguarding Forums 	April 09 / April 2011/ June 2013/ Nov 2015 Feb 11 June 12 Jan 2013 Jan 2014 Oct 2014 Sept 2015	Nov 2017 Jun 2017
Peter Hammond (Bursar)	<ul style="list-style-type: none"> 3 yearly Level 2 update on school policy recognising abuse and dealing with disclosures Safer recruitment and allegations management training 	Sept 2013 Feb 2014	Sep 2016 Feb 2019
Sarah Witheridge (nominated governor)	<ul style="list-style-type: none"> Safeguarding Children – The role of governors (Babcock) DCC Safeguarding Children Level 3 	Dec 14 June 2015	 Jun 2017
Whole Staff Inset	Internet safety and the work of CEOP	Feb 2010	
Whole Staff Inset	3 yearly Level 2 update on school policy recognising abuse and dealing with disclosures	Teaching staff - Feb 2013 (Babcock) Non-teaching staff – March 2013 (SCS)	Feb 2016
Whole Staff Inset	Safer working practices for adults working in educational settings	June 12	Jun 2016
Whole staff information session and documents	Keeping Children Safe in education / CP policy update – CSE and FGM	September / November 2015	
Whole staff inset on Prevent Duty		September 2015	
Whole staff training	Disqualification by association	May 2015	



Whole staff training	Babcock Prevent session	Feb 8 2016	
Exam invigilators CP policy / KCSiE training		April / May 2015	
School Governors	3 yearly Level 2 update by SCS on role of governors, school policy and dealing with disclosures	June 10 / Dec 2012 / Dec 14	Dec 2017
	Safeguarding Children – The role of governors (Babcock)	Dec 2013	Dec 2016
Peripatetic Music Staff	3 yearly Level 2 update by SCS on school policy recognising abuse and dealing with disclosures	Feb 2013 Sept 2013 Jan 2016	Jan 2019



APPENDIX 2: Keeping Children Safe in Education

A full copy of this document is available on the safeguarding notice board and also online

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf



APPENDIX 3: SIGNS OF ABUSE

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.



Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water on his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.



Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)



Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental sexual activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate sexual behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity can include additional behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Consent – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence



- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods



APPENDIX 4: Staff Code of Conduct

This Code of Conduct should be read in conjunction with: The Child Protection and Safeguarding Policy, Keeping Children Safe in Education 2016 (KCSiE), Working Together to Safeguard Children 2015 (WT), DfE Teaching Standards, E-Safety Policy, Acceptable User Policies for Staff and Students

This Code of Conduct, The Child Protection and Safeguarding Policy and Section 1 of KCSiE is issued to all staff at the start of each year and as part of the induction process for all new staff.

The Code be referred to in all contracts, so that acceptance of a Maynard contract includes acceptance of the Code of Conduct current at the time, and as revised subsequently.

Guidance for Safer Working Practice for Adults who work with Children and Young People 2009 (Government Offices for the English Regions) (SWPA) forms the basis of this Code of Conduct.

“All adults who come into contact with children and young people have a duty of care to safeguard and promote their welfare” (SWPA)

As an independent school, The Maynard School has a duty to make a referral to the National College for Teaching and Learning where a teacher has been dismissed or would have been dismissed had she / he not resigned should there be “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or “a conviction at any time, for a relevant offence”. The school will refer to guidance: Teacher misconduct; the prohibition of teachers, July 2014.

The aim of this policy is to provide clear guidance about behaviour and actions so as not to place students or staff at risk of harm or of allegations of harm to a student. The school is committed to providing suitable and appropriate training for all staff on a regular basis.

The Maynard School is committed to promoting principles that do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Preventing Radicalisation

The Maynard School precludes the promotion of partisan political views in any subject. Where political views are brought to the presence of students they must be offered a balanced presentation of opposing views.

The Counter Intelligence and Security Act 2015 places a duty on schools to have due regard to the need to prevent students from being drawn into terrorism.

The school’s Preventing Radicalisation Policy will be reviewed when the Prevent Duty is incorporated into KCSiE.

Staff Pupil Relationships

It is an offence for a person aged 18 or over to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child even if, in the case of those over 16, the relationship is consensual.



One to One Situations

The school acknowledges that there may on occasion be a need for staff to work in a one to one situation with a student. Such examples are one to one tuition (music, performing arts or sports coaching), appointments with the school nurse and counsellor and individual support lessons. Certain Staff Handbook procedures and safeguards must be in place. Every attempt should be made that the safety and security of students and the adults who work with them is paramount. This means that adults should:

- Ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been undertaken
- Avoid meeting students in remote and secluded areas
- Always report any situation when a child becomes distressed or angry to a senior colleague
- Record the content of the meeting on the blue sheets in accordance with the school's procedures

Adults should not convey lone students in their car unless in exceptional circumstances, such as a medical emergency, or with prior approval with the Headmistress.

Gifts, Rewards and Favouritism

All rewards should be given in line with the school policy.

No adults should give personal gifts to students under any circumstances.

Staff at The Maynard School should exercise care when selecting pupils for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection should always be transparent and subject to scrutiny.

Care should be taken to ensure that adults do not accept any gift that might be construed as a bribe by others or lead the giver to expect preferential treatment. Staff should refer to the Anti-corruption and Bribery Policy.

Under no circumstances should adults accept cash as a gift.

Infatuations

Occasionally a student may develop an infatuation with an adult who works with them. Adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned and always maintain professional boundaries. However, such infatuations carry a high risk of words or actions being misinterpreted and employees should therefore make every effort to make sure that their own behaviour is above reproach. Adults should report and record any incidents or indications verbal, written or physical that suggests a student may have developed an infatuation with an adult in the school.

Dress and Appearance

A person's dress and appearance are matters of personal choice and expression. However, adults should dress in ways which are appropriate to their role. This means adults should wear clothing which:

- is not likely to be viewed as offensive, revealing or sexually provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory and is culturally sensitive



The Use of Personal Living Space

No student should be invited into the home of an adult who works with them, unless the reason for this has been firmly established with parents/ carers/ Headmistress. This means that adults should be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations.

Whistleblowing

In line with Working Together to Safeguard Children 2015 the school has a clear policy and procedures for reporting and handling concerns, provision for mediation and dispute resolution where necessary. The Whistleblowing Policy and Child Protection and Safeguarding Policy provides transparency and accountability in relation to how concerns are received and handled.

Communications with Students and Use of Social Media

Detailed information is available in the following school policies: E-Safety Policy, Acceptable User Policies for Students and Staff.

The school is fully committed to embracing new technologies and it is recognised that students need opportunities to use and explore the digital world using multiple devices from multiple locations. It is recognised that e-safety risks are posed more by behaviours and values than the technology itself.

As stated in the E-Safety Policy, staff should not use personal social networking media on school devices within the working day.

Adults should not engage in any “closed” or “semi-closed” communication with current students, e.g. personal email, instant messaging, texting, and social media platforms such as Facebook.

Adults should not give their personal contact details to students, including their mobile telephone number and details of any blogs or personal websites.

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