

# THE HARVEY GRAMMAR SCHOOL



## Safeguarding and Child Protection Policy

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## Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- Keeping Children Safe in Education (September 2020)
- Kent and Medway Safeguarding Children Procedures published in 2007

The Harvey Grammar School's governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of our pupils; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of each individual pupil. This policy should be understood alongside school policies on related safeguarding issues as listed below.

## Key Contact Personnel

Designated Safeguarding Lead (DSL): Mr A. Allon

Designated Child Protection Co-ordinator (DCPC): Mr R. Hancox

Designated Safeguarding Governor: Mrs M Mitchell

## School Policies on Related Safeguarding Issues

**(to be read and followed alongside this document)**

- Anti-Bullying Policy
- Behaviour Policy
- Child Protection Policy for managing allegations against staff
- Drug Education and Drug Misuse Policy
- Educational Visits Policy
- ESafety Policy
- Health and Safety Policy
- Keeping Children Safe in Education – Appendix 1 for School Staff
- Children in Care Policy
- No Smoking Policy
- Race Equality Policy
- Sex and Relationships Education Policy
- Special Educational Needs Policy
- Whistle-Blowing Policy

All policies will be reviewed by the Governing Body, which has responsibility for oversight of school safeguarding and child protection systems. The Safeguarding, Pupil Premium and Curriculum Committee of the Governing Body will receive regular safeguarding updates and the chair will report findings to the Full Governing Body.

## Ethos

The Harvey Grammar School is a community and all staff directly connected have an essential role to play in making it safe and secure. Wherever the word “staff” is used, it covers ALL staff on site, including ancillary supply and self - employed staff, contractors, volunteers working with children and governors.

The school recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

We will endeavour to support the welfare and safety of all pupils through:

- Maintaining pupils’ welfare as our paramount concern - to support pupil’s development in ways that will foster security, confidence and independence
- Ensuring the content of the curriculum includes social and emotional aspects of learning
- Ensuring that child protection is included in the curriculum to help pupils stay safe, recognise when they don’t feel safe and identify who they might / can talk to
- Providing suitable support and guidance so that pupils have a range of appropriate adults to approach if they are in difficulties
- Promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right
- Ensuring all steps are taken to maintain site security and a pupil’s physical safety
- Working with parents to build an understanding of the school’s responsibility to ensure the welfare of all pupils including the need for referral to other agencies in some situations
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school’s procedures and lines of communication
- Monitoring pupils who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- Developing effective and supportive liaison with other agencies, especially the Police and Social Care

## A Safe School and Safe Staff

We ensure that all members of the governing body understand and fulfil their responsibilities, namely to ensure that there is a Child Protection policy together with a Staff Disciplinary (Code of Conduct) policy. We also ensure that:

- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned
- The school has a senior leader who is designated safeguarding lead (DSL) with overall responsibility for all aspects of safeguarding including child protection who is a member of the senior leadership team. In addition, there is a member of staff with responsibility for child protection co-ordination (DCPC)
- On appointment, the DCPC undertakes interagency training and also undertakes ‘new to role’ and an ‘update’ courses every 2 years
- All other staff have Safeguarding training updated as appropriate

- Any weaknesses in Child Protection are remedied immediately
- A member of the Governing Body is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website
- The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE)
- That enhanced DBS checks are in place for the Chairs of Governors
- The DSL is a member of the Senior Leadership Team
- The DSL and DCPC have undertaken the relevant training, and, upon appointment will undertake 'new to role' training followed by biannual updates
- The Headteacher, DSL, Director of School Support and at least one member of the governing body will also complete safer recruitment training to be renewed every 5 years
- All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns
- All other staff and governors, have child protection awareness training, updated by the Designated Safeguarding Lead and Designated Child Protection Coordinator as appropriate, to maintain their understanding of the signs and indicators of abuse
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the Awareness Raising pack
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our Parents' Handbook
- Our lettings arrangements will seek to ensure the suitability of adults working with children on school sites at any time
- Community users organising activities for children are aware of the school's child protection guidelines and procedures
- We will ensure that child protection type concerns or allegations against adults working in the school are referred to the appropriate authorities, and any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer
- Our procedures will be regularly reviewed and up-dated
- The name of the designated members of staff for Child Protection – the Designated Safeguarding Lead and the Designated Child Protection Coordinator - will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- All new members of staff will be given a copy of our safeguarding statement and have access to the child protection policy, with the Designated Safeguarding Lead's and Designated Child Protection Coordinator's names clearly displayed, as part of their induction into the school
- The policy is available on the school website. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school website

## Responsibilities

The Designated Child Protection Co-ordinator has overall responsibility for the day to day oversight of safeguarding and child protection systems in school. This includes:

- Referring a child if there are concerns about possible abuse, to the local safeguarding team, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25<sup>th</sup> birthday, and are copied on to the child's next school or college.
- Liaising with other agencies and professionals.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that any pupil currently with a child protection plan who is absent from school 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.
- Providing, with the Headteacher, reports for the governing body, detailing any changes to the policy and procedures; training undertaken by the Designated Safeguarding Lead and Designated Child Protection Coordinator, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)

The Governing Body and Leadership Team will ensure that he is properly supported in this role at a time and resource level.

**The welfare and safety of children however are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST be reported to our Designated Child Protection Co-ordinator (DCPC) or our Designated Safeguarding Lead (DSL).**

In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only and thus, what may seem to be a minor issue to one staff member, may be highly significant to the bigger picture of risk.

## Safeguarding and Child Protection Procedures

The Harvey Grammar School adheres to the Keeping Children Safe in Education Safeguarding Procedures (2020-21). The full KCSiE procedures document and additional guidance relating to specific safeguarding issues can be found on the Department for Education website [www.gov.uk](http://www.gov.uk)

Additional guidance can be found on the Child Protection and Safeguarding notice board in the staff room and on the school's Intranet.

It is the responsibility of the DCPC/DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary with parents / carers in most cases. This includes the need to make referrals to partner agencies and services. To help with this decision he may choose to consult with the Area Education Safeguarding Adviser. Advice may also be sought from Specialist Children's Services Duty Social Workers who offer opportunities for consultation as part of the Child in Need / Child Protection process.

Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision is made to refer to Specialist Children's Services or other services.

Such referrals might include referral to Specialist Children's Services as either Child Protection or Child in Need, to Police where there are potential criminal issues or referral to services such as Child and Young People Mental Health Service (CYPMHS) at Cherry Tree, in-school counselling, Addaction, School Nursing, Early Help Referrals, YOS, MARAC, etc.

Referrals to Specialist Children's Services will be made using Kent's inter-agency referral form and with reference to the Kent and Medway Interagency Threshold Criteria for Children in Need. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the County Duty Team. All referrals are now made via the County Duty Team.

**In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to Specialist Children's Services being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so. The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**

On occasion, staff may pass information about a child to the DCPC or DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DCPC or DSL further progress, so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Education Safeguards Team or the local Specialist Children's Services Team who will be able to discuss the concern and advise on appropriate action to be taken.

The school has a nominated governor for safeguarding. This governor takes the lead role in ensuring that the school has an effective policy which interlinks with related policies; that locally agreed procedures are in place and being followed and that the policy and structures supporting safeguarding children are reviewed annually.

Parents can obtain a copy of the school Safeguarding Policy and other related policies on request or can view via the school website.

## Recognition and Categories of Abuse

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions are found in Appendix 1 of this document.

Staff need to remember that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable. It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.



## Induction and Training

All school-based staff will be offered an appropriate level of safeguarding training. This will include internal school responsibilities, child protection processes, how to recognise and respond to signs and symptoms of concern and abuse and safe working practice. Training is organised by the DCPC in line with government guidance that currently requires this to be updated every three years.

The nominated governor for safeguarding should receive safeguarding training from a strategic perspective on a three yearly basis, to be disseminated to the rest of the Governing Body.

The school leadership team will ensure the DCPC attends the required DCPC safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by guidance.

The DCPC will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process.

The nominated governor for safeguarding will report to the Governing Body detailing safeguarding training undertaken by all staff and the Director of School Support will maintain up to date registers of who has been trained.

## Record Keeping - Using the HGS Green Referral Form

Staff must record any welfare concern that they have about a child on the school's safeguarding incident/concern form (with a body map where injuries have been observed) and pass this without delay to the DCPC or, in the case of Looked after Children, to the DSL. Records must be completed as soon as possible after the incident/event and must be signed and dated.

### **Why is recording important?**

Staff have a statutory duty to promote the wellbeing and safety of every child who attends our school. This is a whole-School task. Since staff have differing roles in our School, we observe pupils in a range of settings and activities throughout the School day. Pupils may show or tell us that something is wrong in a variety of ways. We all have an important role to play in helping to identify welfare concerns for pupils, and possible indicators of abuse or neglect at an early stage. For some pupils a 'one off' serious incident or concern will come to your attention and you will have no doubt that you must immediately record and report this. Most often, however, it is the accumulation of a number of small incidents, events or observations – the 'jigsaw' – that provide the evidence that a child is being harmed or in danger. It is vital, therefore, that any concern you have for a pupil's welfare however small is recorded and passed to either the Designated Child Protection Coordinator (DCPC) or the Designated Safeguarding Lead (DSL).

### **What is a "welfare concern"?**

As a general rule, anything that you consider unusual or out of the ordinary for the pupil constitutes a concern. Mostly, these will arise in one or more of the following areas:

- the pupil's behaviour changes or a particular behaviour is observed
- the pupil has a physical injury
- the pupil tells you something has happened to them (a Disclosure)
- the pupil's physical presentation
- you receive information from or observe unusual behaviour in a parent

### **Why can't I pass on my concern verbally?**

It is important that any person who has the concern gives a first-hand account of this so that there is a clear and accurate record of what has been seen, heard etc. A record written by the member of staff will ensure that there is no misinterpretation of the concern, or that it can be overlooked or forgotten. By keeping a standardised system of reporting concerns, the DCPC or DSL can attend to these as soon as is feasible.

### **How and what do I record?**

The Harvey's welfare concern form, the 'Green Form', may be obtained from the staffroom - attached to the Child Protection notice board.

### **What happens to the record once I've written it?**

One of the main purposes of recording is to make sure that the Harvey's DCPC and DSL are able to respond properly to concerns about pupils. They will take what action is necessary in response to your concern. Actions they will take will of course depend on how serious and urgent the concern is. These can range from a decision to keep a close eye on the pupil in School, to referring the issue to Children's Social Services, so that they can undertake an assessment of the child's safety. The completed Green referral form will be kept by the DCPC or the DSL in a confidential and secure file. Staff should aim to pass the form, once completed, to the DCPC or the DSL at the earliest opportunity.

### **Who will see this? Will parents see my record?**

Information to a pupil's welfare will be shared on a strict 'need to know' basis, and in line with Kent County Council's Safeguarding Children procedure that we have a duty to work within.

Neither parent nor pupil has an automatic right of access to Child Protection records, and in most cases the actual record will not be shared with parents. However, all staff should ensure that they write this in a way that if they were asked to release School records (perhaps by a court) the record is a fair and factual account of an incident or event. One of the most common responses by the DCPC or the DSL to concerns raised by staff for pupils will be to share these with parents/carers, with the purpose of working with them to understand and address the issue of concern. The details of staff referrals therefore may be presented verbally to parents. Sometimes the concern will be one of many. If the DCPC or the DSL are worried that talking to parents might create a risk to any staff member's safety they will not do this, but will seek advice.

The Head Teacher will be kept informed of any significant issues by our DCPC and DSL.

All safeguarding records will be forwarded to a child's subsequent school under confidential and separate cover to the new DCPC or Headteacher.

## **Children in Care**

The Harvey Grammar School aims to promote the educational achievement and welfare of Children in Care. Children in Care (CiC) are one of the most vulnerable groups in society. The majority of Children in Care have suffered abuse or neglect and it is nationally recognised that there is considerable educational underachievement when compared to their peers, which can result in poor exam success rates in comparison with the general population with fewer Children in Care progressing to Higher Education and following progression pathways that will lead to future economic success and well-being.

Under the Children Act 1989, a child is looked after by a local authority if he is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents (section 20)
- children who are the subjects of a care order (section 31) or interim care order (section 38)
- children who are the subjects of emergency orders for their protection (sections 44 and 46)
- children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term **‘in care’** refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children’s Home, in a residential school, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are **‘accommodated’** by the local authority under section 20 of the Children Act – they may live in foster care, in a Children’s home or in a residential school. All these groups are said to be **‘Children in Care’ (CiC)**. They may be looked after by our local authority or may be in the care of another authority but living in ours. The Harvey Grammar School aims to promote the educational attainment and achievement and Welfare of Children in Care.

The Designated Teacher for Children in Care is Mr Allon (Deputy Headteacher)  
The Governor with special responsibility for Children in Care is Mrs M Mitchell

The aims of the Harvey are to:

- Ensure that school policies and procedures are followed for Children in Care as for all children
- Ensure that all Children in Care have access to a broad and balanced curriculum
- Provide a differentiated curriculum appropriate to the individual’s needs and ability
- Ensure that Children in Care take as full a part as possible in all school activities
- Ensure that carers and social workers of Children in Care are kept fully informed of their child’s progress and attainment
- Ensure that Children in Care are involved, where practicable, in decisions affecting their future provision.

### **Record Keeping**

The Designated Teacher, knows all the Children in Care in the Harvey and has access to their relevant contact details including parents, carers, specialist staff, or other Virtual School specialists for those looked after pupils who are from other Local Authorities, teacher/support worker and social worker. The status of Children in Care is identified within the school’s SEN register so that information is readily available as required.

### **Links with external agencies/organisations**

We recognise the important contribution that external support services make in supporting CiC. Colleagues from the following support services may be involved with individual CiC:

- Social care worker/ Community care worker/ Residential child care worker
- Virtual Schools for Children in Care from other Local Authorities
- Educational psychologists and others from Local Authority SEN services
- Medical officers
- School nurses
- CYPMHS (Cherry Tree)

- Education Welfare Officers
- Addaction
- Youth Offending Service
- External Learning Providers

## **School Counselling Service – Confidentiality Policy**

In order to provide a counselling service where our pupils feel safe to express themselves it is necessary to offer a high level of confidentiality. This policy is designed to clarify the nature of that confidentiality and make clear the circumstances in which information brought to counselling may need to be shared with other parties.

### **Aims**

- To set out the rights of our pupils to attend confidential counselling.
- To make clear what the limits of confidentiality are.
- To refer to legislation and case law that informs the policy.
- To set out how information will be passed on under safeguarding procedures.

### **Relevant legislation**

This policy is drawn up with regard to the following:

- Human Rights Act 1998 (Article 8) which affords young people the right to privacy
- The UN Convention on the Rights of the Child 1989
- The Children Act 1989
- The Education Act 2002

### **The rights of children and young people to access confidential counselling**

Under the ‘Gillick Principle’<sup>1</sup>, parental consent for counselling is not required for a young person under the age of 16 who is considered Gillick competent. Any Harvey pupil in KS3 will require written consent from parent or guardian – the DCPC will arrange this. In addition, “promoting and maintaining the young person’s entitlement to confidentiality could be seen to be consistent with the LA’s statutory duty ‘to safeguard and promote the welfare of the child’ under s.175 Education Act 2002.” The policy document Every Child Matters emphasises, ‘the needs, interests and welfare of children’ as well as the need to develop pastoral care for all children.

### **Limits to confidentiality**

The statutory duty to ‘safeguard and promote the welfare of the child’ also extends to protecting young people from harm. Our school counsellor will follow procedures laid out in the school’s Child Protection Policy and will refer a concern about a child to the DCPC - where there are strong grounds for thinking that a pupil might be at risk of significant harm to himself, to others or at risk from others. The same will apply where she has concerns for the welfare of a third party.

It is recognised that at times this will be a difficult judgement which will require her to balance the promotion of the pupil’s welfare and avoidance of harm against the pupil’s autonomy and trust in the integrity of the counselling relationship.

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<sup>1</sup> The Gillick principle was established in 1985 when Lord Scarman ruled that ...parental right yields to the child’s right to make his own decisions when he reaches a sufficient understanding and intelligence to be capable of making up his own mind on the matter requiring decision.

Our school counsellor will seek specialist advice and guidance from her own counselling supervisor whilst maintaining confidentiality, until a decision can be made about what is in the best interest of the pupil. This is particularly important in instances where the pupil does not consent to any breach in confidentiality. She will also pass on information as required by law in the event of a disclosure about acts of terrorism or serious crime or if required to do so by a court order. She abides by the British Association of Counselling and Psychotherapy Ethical Framework for Good Practice.

### **Responsibilities of the Counsellor**

The counsellor will keep all details of counselling sessions confidential. Having referred a pupil for counselling through the Green Form referral system (available on the CP noticeboard in the staffroom), that referring member of staff will be aware the sessions are taking place and will the DCPC, but no other information will be shared without the consent of the young person, unless it is necessary under safeguarding procedures. She will explain to the pupils attending counselling that not all information shared can automatically be kept confidential, but that any information that it is necessary to pass on will be kept to an absolute minimum. Wherever possible she will gain the consent of the pupil before sharing any information. In the first instance the counsellor will discuss ethical issues around whether or not to break confidentiality in supervision.

### **Record keeping and Reporting**

All notes from counselling sessions will be kept securely by the School Counsellor in accordance with the HGS Data Protection Policy and the General Data Protection Regulations (GDPR). All Green referral forms will be kept securely by the DCPC.

If a referral is made by a parent / carer of a pupil and the pupil refuses to attend or engage with the counselling session/s, the parent will be informed by the DCPC

If a pupil in KS4 self-refers for counselling, the school has no obligation to inform the parents / carers if, the pupil falls under the 'Gillick Principle'<sup>2</sup>, because 'parental consent for counselling is not required for a young person under the age of 16 who is considered Gillick competent'.

## **Allegations against Members of Staff and Volunteers**

The Harvey Grammar School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to the pupils and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher who will first contact the Local Authority Designated Officer (LADO (01622- 696366) - to agree further action to be taken in respect of the pupil and staff member.

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All Staff should be aware of local Guidance on Behaviour Issues, and the school's own Behaviour policy. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction<sup>3</sup>. We understand that a pupil may make an allegation against a member of

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<sup>2</sup> The Gillick principle was established in 1985 when Lord Scarman ruled that ...parental right yields to the child's right to make his own decisions when he reaches a sufficient understanding and intelligence to be capable of making up his own mind on the matter requiring decision.

<sup>3</sup> Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website

staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher<sup>4</sup>.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as identified above, without notifying the Headteacher first.

The school will follow the local procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as above.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

## Whistle-Blowing Procedures

At the Harvey Grammar, we recognize that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO (Contact details already outlined) following the Whistleblowing Policy.

Whistle-blowing regarding the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff. For specific guidance on how to respond to allegations against staff, please refer to the **“Child Protection Policy for Managing Allegations Against Staff”** which can be found on the Child Protection and Safeguarding notice board in the staff room and on the school’s Intranet.

## Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness. Staff who are likely to need to use physical intervention will be appropriately trained in the *Positive Options* technique. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. We recognise that touch is appropriate in the context of working with children, and all staff have been given ‘Safe Practice’ guidance to ensure they are clear about their professional boundary.<sup>5</sup>

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<sup>4</sup> or Chair of Governors in the event of an allegation against the Headteacher

<sup>5</sup> ‘Guidance on Safer Working Practices is available on the DfE website

## Anti-Bullying Policy

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender-related bullying. We keep a record of known bullying incidents.

## Racist Incidents

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

## Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection. The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Ensure all HGS staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

## Health and Safety

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

## Working with Other Agencies

The Harvey Grammar School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure pupils' needs are met and to protect them from harm. We will endeavour to identify those pupils and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the

investigation and assessment processes as required and recognise a crucial part of this may be in supporting the pupil while these take place.

The Harvey Grammar School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Meetings around the Child / Family.

The School Leadership Team and DCPC will work to establish strong and co-operative relationships with relevant professionals in other agencies.

## Confidentiality and Information Sharing

We recognise that all matters relating to child protection are confidential. The DCPC and DSL will disclose any information about a pupil to other members of staff on a 'need to know' basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard our pupils. All staff must be aware that they cannot promise a pupil to keep secrets which might compromise the pupil's safety or wellbeing.

## Curriculum and Staying Safe

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

The Harvey Grammar School will use the curriculum to provide opportunities for increasing self awareness, self esteem, social and emotional understanding, assertiveness and decision making so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

Systems have been established to support the empowerment of children to talk to a range of staff. Pupils at The Harvey Grammar School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

Specific systems outside of expected day to day classroom interaction and support include:

- Bullying Policy
- Buddy and peer-mentoring systems
- Counselling
- Cybermentors: [www.cybermentors.org.uk](http://www.cybermentors.org.uk),
- CEOP (Child Exploitation and Online Protection Centre): [www.ceop.police.uk](http://www.ceop.police.uk)
- CFE e-Safety Officer, KCC Children Families & Education:
- Rebecca Avery email: [esafetyofficer@kent.gov.uk](mailto:esafetyofficer@kent.gov.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Childnet: [www.childnet.com](http://www.childnet.com)
- Children's Officer for Training & Development, Child Protection:
- Children's Safeguards Service: [www.kenttrustweb.org.uk/safeguards](http://www.kenttrustweb.org.uk/safeguards)
- Click Clever Click Safe Campaign: <http://clickcleverclicksafe.direct.gov.uk>
- Digizen: [www.digizen.org.uk](http://www.digizen.org.uk)
- EIS – ICT Support for Schools and ICT Security Advice: [www.eiskent.co.uk/ictsecurity](http://www.eiskent.co.uk/ictsecurity)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)



- Kent e–Safety in Schools Guidance: [www.kenttrustweb.org.uk?esafety](http://www.kenttrustweb.org.uk?esafety)
- Kent Safeguarding Children Board (KSCB): [www.kscb.org.uk](http://www.kscb.org.uk)
- Kidsmart: [www.kidsmart.org.uk](http://www.kidsmart.org.uk)
- Salus
- Regular interaction and feedback with groups of pupils
- Schools Network Support Team – Help for schools with filtering and network security:  
[www.eiskent.co.uk](http://www.eiskent.co.uk) Tel: 01622 206040
- School Council
- SEAL
- Think U Know website: [www1.k9webprotection.com](http://www1.k9webprotection.com)
- Virtual Global Taskforce — Report Abuse: [www1.k9webprotection.com](http://www1.k9webprotection.com)

## E-Safety

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. The Harvey Grammar School will ensure a comprehensive curriculum response to enable all pupils to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the school’s **E-Safety policy** which can be found on the school’s website.

## Supervision and Support

Any member of staff affected by issues arising from concerns for children’s welfare or safety can seek support from the DCPC. All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection. The DCPC can put staff and parents in touch with outside agencies for professional support if they so wish.

## Safe Working Practice

Staff are required to work within clear Guidelines on Safe Working Practice / the school’s Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school’s **Behaviour Management Policy**, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Full advice and guidance can be found in **Guidance for Safer Working Practice for Adults Who Work with Children and Young People** which can be found on the DfE website.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People**, the school’s **e-Safety Policy (Appendix E – Mobile Phone**

Procedures) and the **KSCB document : Safer Practice with Technology – Guidance for Adults who Work with Children and Young People.**

## Complaints

The school has a **Complaints Procedure** available to parents, pupils and staff who wish to report concerns. This document can be found on the school's website.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Child Protection Policy for Managing Allegations against Staff.**

## Safer Recruitment

The Harvey Grammar is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and have their welfare and protection as the highest priority. The Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within Guidance, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of staff or voluntary role. The Governing Body will ensure that the Headteacher, other senior staff responsible for recruitment and at least one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

## Use of School Premises by Other Organisations

Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused.

## Security

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on school site. All HGS staff are required to wear identification badges so that they are immediately recognizable. Any individual who is not known or identifiable will be challenged for clarification and reassurance. Entry to the School premises is controlled through doors and gates that are accessible by coded entry or via the main office. CCTV is in use on the school site.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site. The presence of intruders and suspicious strangers seen loitering near the School or approaching pupils, will be reported to the Police and the LA with a view to alerting other local schools through appropriate systems.

## Appendix 1

# INDICATORS OF HARM

## Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### Indicators in the child

#### **Bruising:**

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- 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, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- 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
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechiae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

#### **Fractures:**

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- 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

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

#### **Mouth Injuries:**

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

#### **Poisoning:**

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

#### **Fabricated or Induced Illness:**

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

#### **Bite Marks:**

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, 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. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, 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.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

#### **Scars:**

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

#### **Emotional/behavioral presentation:**

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

#### **Indicators in the parent**

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child

- Wider parenting difficulties may (or may not) be associated with this form of abuse.
- Parent/carer has convictions for violent crimes

### **Indicators in the family/environment**

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement

## **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **Indicators in the child**

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child 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
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away

- Compulsive stealing
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

### **Indicators in the parent**

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection
- Wider parenting difficulties may (or may not) be associated with this form of abuse

### **Indicators of in the family/environment**

- Lack of support from family or social network
- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement

## **Neglect**

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

### **Indicators in the child**

#### **Physical presentation:**

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair

- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea
- Unmanaged / untreated health / medical conditions including poor dental health
- Frequent accidents or injuries

**Development:**

- General delay, especially speech and language delay
- Inadequate social skills and poor socialization

**Emotional/behavioural presentation:**

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

**Indicators in the parent**

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child e.g. anxious
- Low self- esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties, may (or may not) be associated with this form of abuse

**Indicators in the family/environment**

- History of neglect in the family
- Family marginalised or isolated by the community
- Family has history of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family



- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for pupil to play and learn

## Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### Indicators in the child

#### **Physical presentation:**

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- 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

#### **Emotional/behavioural presentation:**

- Makes a disclosure
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm - eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration (world of their own)
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners

- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

#### **Indicators in the parents**

- Comments made by the parent/carer about the child
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

#### **Indicators in the family/environment**

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- Family member is a sex offender

## SAFEGUARDING AND CHILD PROTECTION IN RESPONSE TO COVID-19

In the event that remote learning needs to be implemented due to a Covid outbreak, all staff will continue to look out for any signs that indicate a child may be at risk online and will report and respond to concerns in line with the Safeguarding Policy addendum. Learners are encouraged to report concerns to a member of staff or a trusted adult at home. Where this is not possible, additional support can be accessed online via:

- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- UK Safer Internet Centre's 'Report Harmful Content': <https://reportharmfulcontent.com>
- National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP): [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre)

Parents/Carers are encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented. All communication with learners and parents/Carers will continue to take place using school provided or approved communication channels; for example, school provided email accounts, Talisman, and Microsoft Teams. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL. The Harvey Grammar School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school's behaviour policy.

When delivering remote learning, staff will:

- Only use online tools that have been evaluated and agreed by leadership such as Microsoft Teams and Stream
- Ensure remote learning activities are planned in accordance with our agreed protocols for remote learning

Staff will normally use asynchronous methods of remote teaching, such as pre-recording streams to support learning. However, there may be times when remote learning will take place live and when so staff and learners will ensure a professional environment is maintained. This means:

- Staff will record any online lessons so they can be audited or accessed later through teams by all; learners and staff should be made aware that lessons are being recorded.
- Staff will agree online behaviour expectations with learners at the start of lessons.
- Staff will revisit our acceptable use of technology policy with learners as necessary.
- All participants will wear suitable dress, use professional language, and ensure backgrounds of videos (live or pre-recorded) are neutral and appropriate.
- Staff and learners should ensure personal information and/or, inappropriate or unsuitable personal items are not visible.

- Where possible, other household members should not be in the background or shot; if this unavoidable, they should follow appropriate language and behaviour expectations.
- Staff will mute and/or disable learners' videos and microphones, as required.
- Sessions will not be delivered in any 1:1 situation, unless pre-approval has been given by the DSL and/or Headteacher and the session is auditable.