



## Child Protection Policy

**Lead Person:** Assistant Head – Pupil Welfare  
**Governing Body Committee:** Pastoral

**The Crypt School fully recognises its responsibilities for Child Protection.**

### Introduction

This policy has been developed in accordance with the principles established by the Children Act 1989: and in line with the following:

- Keeping children safe in education: information for all school and college staff DfE April 2014
- ‘Working together to Safeguard Children 2016’
- ‘Framework for the Assessment of Children in Need and their Families’ 2000
- ‘What to do if you are worried your child is being Abused’ 2015
- Gloucestershire Safeguarding Children Board guidelines

The Academy takes seriously its’ responsibility under section 11 of the Children Act and duties under the “working together” to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm.

Our policy applies to all staff, governors and volunteers working in the school. There are **four** main elements to our policy:

- Ensuring we practice safe recruitment by checking the suitability of staff and volunteers to work with children. There will be at least one safer recruitment trained member of staff of staff on each interview panel.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe – including e-safety and safe internet use.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse. Allegations management procedures will be adhered to (see Allegations Management policy).
- Establishing a safe environment in which children can learn and develop.

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

As part of safeguarding training, staff can recognize the four main forms of child abuse:  
Neglect

Sexual Abuse  
Physical Abuse  
Emotional Abuse

Abuse is form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

#### 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); or
- ensure access to appropriate medical care or treatment

#### 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 or dress 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.

#### Physical Abuse

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting; by those known to them, or more rarely by a stranger. 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 carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

#### Emotional Abuse

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to. All Pupils will have at least twice daily contact with a tutor who will act as their advocate and who will monitor their well-being.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the Personal Education curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out in the Gloucestershire Safeguarding Children Board Handbook and take account of any guidance issued by the Government and other relevant agencies:

- Ensure we have a designated teacher for child protection who has received appropriate training and support for this role and is part of the Senior Leadership team. This role includes responsibility for Looked After Children. In addition, at least two other member of staff have received Child Protection Training
- Ensure we have a nominated governor responsible for child protection who has received appropriate training.
- Ensure every member of staff, volunteer and governor knows the name of the designated teacher responsible for child protection and their role. They will have received safeguarding training as part of their induction.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection.
- Ensure that parents are aware of the responsibility placed on the school/setting by sharing its child protection obligations.
- Monitor and report if there is an unexplained absence of more than two days of a pupil who is known to be “at risk”.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep written records of concerns about pupils and ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures, where an allegation is made against a member of staff or volunteer. This includes supply or agency workers, constructors or governors.
- Ensure safe recruitment practices are always followed.
- Ensure that all staff have read part 1 of Keeping Children Safe in Education.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and in some cases a sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at

school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum – including guidance as to safe use of the internet and social media sites.
- Access to a School Counsellor and School Nurse
- An ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued. Our stance on the prevention and management of bullying and poor behaviour is set out in separate policies and acknowledges that to allow or condone poor behaviour or bullying may lead to consideration under child protection procedures
- Listening to pupil and letting them know that some behaviour is unacceptable and they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil, such as Social Services, CYPs, Education Welfare Service and Educational Psychology Service.
- Ensuring that, where a pupil with a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

We also recognise and act in response to the following issues

#### Child sexual exploitation (CSE)

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/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 intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009)

#### Prevent

We act in accordance with The Counter Terrorism & Security Act 2015

The Act places a Prevent duty on specified schools to have "due regard to the need to prevent people from being drawn into terrorism". The education and childcare specified authorities in Schedule 6 to the Act are as follows:

- The proprietors of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies, PRUs, registered early years providers, registered late years providers and some holiday schemes.

Schools/settings subject to the Prevent Duty will be expected to demonstrate activity in the following areas:

- Assessing the risk of children being drawn into terrorism
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.

- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in school

#### Forced marriages (FM)

FM is now a specific offence under section 121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014.

A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent. FM is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

#### Female Genital Mutilation (FGM)

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures.

FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Other than in the excepted circumstances, it is an offence for any person (regardless of their nationality or residence status) to:

- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland (section 2 of the Act); and
- assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident (section 3 of the Act).

#### Honour Based Violence

Honour Based Violence (HBV) is a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, Southern and Eastern European for example. We recognise that this is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist. A forced marriage is a marriage in which one of both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

## Domestic Violence

The aim of this process is to reduce harm caused by domestic abuse to children. DARP was developed in order to provide a multi-agency response to referrals of domestic abuse where children are involved, and to offer early intervention and support to the victims and children. The cases discussed at DARP are ones where children are not already open to Social Care. If professionals become aware that a child or young person is witnessing domestic abuse they should always follow their child protection process. The definition of harm (Children Act 1989) was amended by the Adoption and Children Act 2002 to include impairment suffered from seeing or hearing the ill-treatment of another. Domestic Abuse falls into this category. The Multi-agency response team consists of representatives from the Police, CYPD, Health and CARP (Domestic Abuse Helpline for victims). They meet on a regular basis to discuss the cases, share information and make informed decisions about actions. For more information on this process please contact the Strategic County Domestic Abuse and Sexual Violence Co-ordinator [faye.kamara@gloucestershire.pnn.police.uk](mailto:faye.kamara@gloucestershire.pnn.police.uk) on 01242 247933

## Private Fostering.

A private fostering arrangement is essentially one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative With the intention that it should last for 28 days or more. If we think a child in the educational setting is being privately fostered, the Designated person will make a referral to the Children and Families Helpdesk – 01452 426565. Social care will undertake an assessment of the private fostering arrangement which will include safeguard checks on the carers and contacting the child's parents. A worker will be allocated until the child is 16 and the arrangement will be monitored and reviewed and the young person visited on a regular basis. The GSCB runs workshops on private fostering explaining the legislation and the roles and responsibilities of parents, carers, and the agencies involved.

## Gender Identity and Sexuality.

Each of us has a gender and gender identity. Our gender identity is our deepest feelings about our gender. We express our gender identity in the way that we act masculine, feminine, neither or both. Some of us are transgender which means that our biological sex and our gender identity do not match up. All members of the school community need to respect each other's gender identity and sexuality and breaches of this must be reported to the DSL.

## ADDITIONAL SPECIFIC SAFEGUARDING ISSUES

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk) Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website. In addition to the issues noted above, these include

- drugs
- fabricated or induced illness
- faith abuse
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- sexting
- teenage relationship abuse

- trafficking

## EXTERNAL AGENCIES & SOURCES OF INFORMATION/SUPPORT:

### Multi Agency Public Protection Arrangements (MAPPA)

Occasionally an educational setting may need to be involved in the assessment and management of a high risk offender e.g. where there are concerns about a sex offender having an association of some kind with the setting or where there are serious concerns about violence against a child/young person. The multi-agency public protection arrangements ensure the assessment and management of offenders who are required to register as convicted sex offenders, violent offenders who receive a prison sentence of 12 months or more, and other offenders who are assessed as posing a high risk of serious harm. The assessment of serious harm includes risk to: children, known adults, public, staff, self. The police, probation and prison service are the lead agencies, with other agencies including CYPD/Education settings, having a statutory duty to cooperate. Multi-agency meetings are convened to share relevant information and produce a plan on how the identified risks can be managed. These meetings are similar in format to child protection conferences, however, the offender will not always be aware that the meetings are taking place and will not be invited to attend. The multi-agency public protection arrangements are overseen by a Strategic Management Board. Membership includes the Lead for Child Protection from CYPD. There are links between the Multi-Agency Public Protection Arrangements and the GSCB. A MAPPA report is produced annually and can be obtained from the Home Office website, ([www.probation.homeoffice.gov.uk](http://www.probation.homeoffice.gov.uk)).

### Multi Agency Risk Assessment Conference (MARAC)

MARAC meetings are held in county fortnightly to discuss high level incidences of domestic abuse.

Meetings are held in 4 localities;

- Cheltenham and Tewkesbury,
- Gloucester,
- Forest,
- Stroud and Cotswolds.

The purpose of MARACs are 'to share information to increase the safety, health and well-being of victims - adults and their children, to construct jointly and implement a risk management plan that provides professional support to all those at risk and that reduces the risk of harm.' Please see [www.caada.org.uk](http://www.caada.org.uk) for more information about the process and to view the Education toolkit for MARAC. At time of publication, Education Representatives do not attend any of the four MARACs. Instead if the MARAC decides to disclose to the school in question, action will be for the Health Representative to disclose and inform the School Nurse with the relevant information agreed at MARAC. The School Nurse may then disclose to the School, by way of the Designated Child Protection Officer or offer the support directly to the child. However Gloucestershire Police are working with the GSCB to improve this procedure and ensure that educational settings are represented themselves at MARACs. Under the current MARAC process, should a DSL within a school want to know whether a child has been known to a MARAC meeting, it is the responsibility of the DSL to make those enquiries with the Central Referral Unit at Gloucestershire Public Protection Unit.

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