



CHILD PROTECTION POLICY

Date Approved by Governors	February 2018
Review Date	February 2019
On Behalf of Governors Signed	Signed copies on file
Print Name	
On Behalf of Governors Signed	
Print Name	
Principal's Signature	

One In A Million Free School Policies have been devised to ensure that:

- students from all backgrounds and all abilities are welcome
- each student has the opportunity to flourish and achieve their potential
- we value the individuality of each student within the context of membership of our community
- we are committed to raising educational attainment and improving our students' life chances
- we provide an environment in which all students will be self aware, self disciplined and confident
- all students will understand how to make a positive contribution to our extended community
- we support academic, creative and personal achievement through our focus on Arts, Enterprise and Sport



Child Protection Policy

Policy Principles

This policy applies to all students at One In A Million Free School (OIAMFS).

OIAMFS is committed to safeguarding and promoting the welfare of all its students. We believe all staff and visitors have an important and unique role to play in child protection.

We believe:

- OIAMFS can contribute to the prevention of abuse
- all children have the right to be protected from harm
- children need support that matches their individual needs, including those who may have experienced abuse

The following sets out how OIAMFS will try to fulfil local and national responsibilities as laid out in the following documents:

- Working Together to Safeguard Children (DfE March 2015)
- Keeping Children Safe In Education (DfE September 2016)
- Bradford Safeguarding Children Board Procedures
- Children Act 1989 (as amended 2004 Section 52)
- Education Act 2002 (s175)
- What to do if you're worried a child is being abused (DfE March 2015)
- Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000,

Overall Aims

To contribute to the prevention of abusive experiences in the following ways:

- clarifying standards of behaviour for staff and students
- introducing appropriate work within the curriculum
- developing staff awareness of the causes of abuse (Appendix One sets out our understanding of terms and identifies signs of abuse)
- encouraging students and parental participation in practice
- addressing concerns at the earliest possible stage

To contribute to the protection of our students in the following ways:

- including appropriate work within the curriculum
- implementing child protection policies and procedures
- working in partnership with students, parents/carers and external agencies



Child Protection Policy

To contribute to supporting our students in the following ways:

- identifying individual needs where possible
- designing plans to meet needs

In-school procedures for protecting children

This policy applies to all cases of abuse, whether perpetrated by an adult or another child, within or beyond the school context.

All staff must:

- read the latest DfE update of the Keeping Children Safe in Education (part 1) Appendix 5. They have a duty to ensure that not only have they read the document, but have signed to confirm that they understand their roles and responsibilities in relation to Child Protection. If staff are unclear, they must ask the Designated Safeguarding Lead (*formerly know as Named Person*), for clarification
- be familiar with the OIAMFS's child protection policy including issues of confidentiality
- be alert to signs and indicators of possible abuse.
- record concerns on a "Cause for Concern" form (see Appendix Six). Blank copies of the "Cause for Concern" form can be found in the HR office and in the Central Information Folder online which, once completed, should be handed to the Designated Safeguarding Leads (Mr. Qadri) – the Vice Principal, Mr Jonathan Martin, Ms Helen Jones, or the Principal – Mr. Philip Grant - in his absence)
- deal with a disclosure of abuse from a student in line with the recommendations (see Appendix Two). These must be passed the Vice Principal immediately, followed by a written account
- be involved in on-going monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans
- will be subject to Safe Recruitment processes and checks whether new staff, supply staff, contractors, volunteers etc
- all visitors to OIAMFS will have an appointment with a member of staff and are the responsibility of that staff member for the duration of their visit. They should not at any time be left unsupervised with any students – unless they have a black lanyard indicating they have an appropriate DBS that allows them access to students in an unsupervised manner

Good practice guidelines

To meet and maintain our responsibilities towards students we need to agree standards of good practice.



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This good practice underpins the mission, vision and values of the OIAMFS to ensure that all our students are known, valued and understood. This includes:

- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them
- encouraging positive and safe behaviour among students
- being a good listener
- being alert to changes in students' behaviour recognising that challenging behaviour may be an indicator of abuse reading
- understanding the OIAMFS child protection policy and guidance documents on wider safeguarding issues particularly that relating to radicalisation
- asking the student's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid although it should be acknowledged that a student may be restrained for the good of the student or others without their consent
- maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse
- providing opportunities through our curriculum, home team programme, learning and teaching styles to inform students about issues regarding their safety and well-being

The Designated Staff

Currently the 'Designated Safeguarding Lead' (DSL) is the Vice Principal – Mr. Jaz Qadri, Mr Jonathan Martin, Ms Helen Jones or the Principal – Mr. Philip Grant - in his absence).

Where OIAMFS has concerns about a student, the DSL (Mr. Qadri), in consultation with Mr Martin or Ms Jones or the Principal (Mr. Grant) if appropriate, will decide what steps should be taken. (See Appendix Two).

Although the responsibility for Child Protection lies with the Designated Safeguarding Lead (DSL). in the absence of all of the three DSL's a serious concern should result in the member of staff ringing the social services or the police.

Members of staff who make a referral to a DSL person have a responsibility to check it has been followed up and what the consequences were.

Child Protection information needs to be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL (Mr. Jaz Qadri) feels that having knowledge of a situation will improve their ability to deal with an individual student and/or family.



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Child Protection Records

A written account of the incident should include the following:

- date and time of incident/disclosure
- parties who were involved, including any witnesses to an event
- what was said or done and by whom
- any action taken by the organisation to look into the matter
- any further action taken
- where relevant, the reasons why a decision was taken not to refer those concerns to a statutory agency
- any interpretation/inference drawn from what was observed, said or alleged should be clearly recorded as such
- name of person reporting on the concern, name and designation of the person to whom the concern was reported, date and time and their contact details
- the record should be signed

If OIAMFS is recording an incident of physical restraint by a member of staff on a student the incident will be recorded in the 'Bound Book' that is kept in the bookshelves in the HR Manager's office.

Storing of Records

Child Protection records will be stored securely in a separate lockable cabinet in the Exam office. These will only be accessible to the Vice Principal (Mr. Jaz Qadri) the Principal (Mr. Philip Grant) or any other designated person that will be identified in the file and a written record will be kept when they are accessed. These may be inspected by the designated governor or an OFSTED inspector, but a written record of access will be kept.

When the DSL resigns their post/no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder. The Principal will ensure this happens if this is not feasible. A written record will be kept.

Parents/carers should be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents/carers should be in line with any home school policies and give due regard to which adults have parental responsibility. However the written records should not be disclosed to the parent/carer.

If a student moves from our school, child protection records will be forwarded onto the new school, with due regard to their confidential nature. Contact between the two schools may be necessary. The Vice Principal (Mr. Qadri) will record where and to whom the records have been passed, and the date. If sending by post student records will be sent "Special Delivery". For audit purposes a note of all student records transferred or received will be kept in both paper and electronic format. This should include the student's



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name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a student is permanently excluded and moves to a Short Stay School (Pupil Referral Unit), child protection records will be forwarded onto the relevant organisation.

Where a vulnerable young person is moving to a further education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support. This decision rests with the student.

The records will be kept for at least the period during which the student is attending OIAMFS:

- records of an incident referred to social services will be archived for six years after the student has left OIAMFS
- records of an incident NOT referred to social services will be archived for 1 year after the student has left OIAMFS

All out of date records will be shredded in the presence of the Vice Principal and a form will be signed as a witness statement.

Where a vulnerable young person is moving to a further education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support. This decision rests with the student.

The Governing Body

The Governing Body ensures that:

- OIAMFS has a Child Protection Policy & procedures in accordance with current guidelines
- OIAMFS operates safe recruitment procedures and ensures appropriate checks are carried out on all new staff and volunteers
- OIAMFS has at least one senior member of the school's leadership team designated to lead on Child Protection issues and at least two Designated Safeguarding Leads (DSL's)
- the DSLs have appropriate refresher training every two years
- All staff who work with children undertake training every year
- That temporary staff and volunteers are made aware of the OIAMFS arrangements for Child Protection and their responsibilities
- The governing body remedies any deficiencies or weaknesses brought to its attention without delay



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- OIAMFS has procedures for dealing with allegations of abuse against staff/volunteers
- A member of the governing body (The Chair of Governors) is nominated to be responsible for liaising with the Bradford Safeguarding Team in the event of allegations of abuse being made against the Principal
- The governing body reviews its policies/procedures and the efficiency with which related duties have been discharged annually and provides information to the LEA if requested
- OIAMFS cooperates fully with requests from the ISA for information it already holds on file
- We have chosen to nominate Roxy Daniells as governor with responsibility for safeguarding. We recognise that current guidelines no longer require the Governing Body to nominate a governor to safeguarding nonetheless we consider this to be good practice.
- they are responsible for liaising with the Vice Principal/Principal over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students (other than the nominated Governor)
- the nominated Governor (Roxy Daniells) should liaise with the Principal to produce an annual report for the Governing Body (see Appendix four)

Working with other agencies to protect children

Involving parents/carers

In general, we will discuss concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the DSL's (Mr. Qadri, Mr Jonathan Martin, Ms Helen Jones). However, there may be occasions when OIAMFS will contact another agency before informing parents/carers, if OIAMFS decides that contacting them may increase the risk of significant harm to the student.

Multi-agency work

We work in partnership with other agencies in the best interests of our students. Referrals will be made, by the DSL (Mr. Qadri), to the Social Service helpdesk. Where a student already has a social worker, the referral should indicate that fact and the social worker should also be informed.

We will co-operate with Social Services where they are conducting child protection enquiries. Furthermore, OIAMFS will endeavour to attend appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.



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We will provide written reports as required for these meetings. If we are unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.

Where a student in school is subject to an inter-agency child protection plan, OIAMFS will contribute to the preparation implementation and review of the plan as appropriate.

Where a student in OIAMFS is subject to an inter-agency child protection plan or a Multi-agency Risk Assessment Conference (MARAC), OIAMFS will contribute to the preparation implementation and review of the plan as appropriate.

Our role in the prevention of abuse

We will identify and provide opportunities for students to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

The Curriculum:

- relevant issues will be addressed through the PHSCE curriculum. For example, self-esteem, emotional literacy, assertiveness, power, sex and relationship education, bullying
- relevant issues will be addressed through other areas of the curriculum. For example, 'Our Meeting' and the connected curriculum

Other areas of work:

- all our policies which address issues of power and potential harm, e.g. Bullying, Equal opportunities, Physical Restraint, Positive Behaviour, need to be linked, to ensure a whole-school approach
- our child protection policy cannot be separated from the general ethos of the OIAMFS, which should ensure that children are treated with respect and dignity, feel safe, and are listened to

Our role in supporting children:

- we will offer appropriate support to individual students who have experienced abuse or who have abused others
- an individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved and the student's wishes and feelings
- we will ensure OIAMFS works in partnership with parents/carers and other agencies as appropriate

A Safer School Culture

Safer Recruitment and Selection



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OIAMFS recognises that everyone, regardless of their 'social standing' have the potential to abuse.

When recruiting new members of staff, the school follows the government guidance 'Keeping Children Safe in Education' September 2016 and safer recruitment principles, and has due regard to the Safeguarding Vulnerable Groups Act 2006 and The Protection of Freedoms Act 2012.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking checks of the ISA barring lists and Criminal Records Bureau checks.

This policy will be updated to meet the requirements of whatever regulatory system HM Government puts in place at the end of its review process.

All recruitment materials will include reference to the OIAMFS's commitment to Safeguarding and promoting the well-being of students.

The Principal, the Chair of Governors, the Business Manager and OIAMFS's HR manager have undertaken Safe Recruitment training and at least one of these staff will be involved in any staff / volunteer appointments within OIAM Free School.

Providing a safe working culture

OIAMFS has implemented a staff behaviour policy, which applies to all permanent and temporary staff, and adult volunteers working in this organisation. Staff and volunteers are in a position of trust. All staff and volunteers must seek to minimise the risk of any situation arising in which children are put at risk, or misunderstandings about their behaviours towards children can occur or be perceived. Staff and volunteers must adhere to the staff behaviour policy and follow the safer working practice guidance given by this organisation. Our staff behaviour policy includes expectations about staff behaviours including outside of the working environment, staff/pupil relationships and communications including the use of social media. Any reason for staff to be having personal, social contact with pupils at the school must be explained to the Principal with the rationale and any safeguarding actions required will be recorded.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil or student, even when the pupil/student is over the age of consent but under 18 years of age.

Staff are advised to use the following sensible precautions when working alone with children:



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- Avoid working in isolation with students unless thought has been given to safeguards
- Work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally
- Do not give students lifts home in your car (unless this has been specifically agreed by senior management)

Any use of physical force or restraint involving students will be carried out and documented in accordance with the relevant physical intervention procedures. If it is necessary to use physical intervention (for example to prevent the child hurting themselves or others), parents will be informed. Children who attend our setting will not be punished by any form of hitting, slapping, shaking or other degrading treatment, including verbal abuse.

Governors at this school recognise their responsibility to remain vigilant and ensure that all staff and volunteers are, and remain, suitable to work with children.

(In addition, irrespective of the age group worked with), any staff member, volunteer or governor who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with such a criminal offence, must inform the Head teacher. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during, their employment at the school. (This would not include 'spent' convictions under the Rehabilitation of Offenders Act). The Principal will discuss any potential safeguarding matters with the Local Authority Designated Officer (LADO) and any required action will be agreed.

Any staff member, volunteer or governor whose own children become subject to child protection investigations must inform the Principal. The Principal will discuss with the LADO in accordance with BSCB procedures for dealing with allegations against adults who work in a position of trust with children. Appropriate action will be agreed.

Staff have a professional duty to report concerns about the conduct of other adults working in the school if there are indications that a child or children could be at risk of harm. Adults working in this school are encouraged to raise any concerns about conduct or practice so that this can be addressed appropriately. Allegations of abuse made against adults working in the school, whether historical or current, should be reported to the head teacher (or, if the allegation is against the Principal, it should be reported to the Chair of Governors). Adults working in the school are also able to follow the 'Whistle Blowing Policy' if they feel unable to follow standard procedures relating to an allegation against staff. Staff raising genuine concerns, even if, on investigation, these concerns are not substantiated, will be supported by the senior leadership team, and their employment protected.

Staff who fail to follow the school policies and procedures for safeguarding and promoting the welfare of children may be subject to disciplinary procedures.



Staff Support

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from the DSL, Mr Jaz Qadri. OIAMFS will also procure additional support from external agencies when necessary.

Staff training

The DSL(s) (Mr. Jaz Qadri, Mr Jonathan Martin , Ms Helen Jones) have appropriate qualifications and training.

OIAMFS will ensure all staff receive induction and updated training appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every three years.

All staff have completed an online child protection training programme. Training completed will be recorded by OIAMFS; a print out of the OIAMFS's training history can be obtained on request.

Procedures in the event of an allegation against a member of staff or person known in OIAMFS

These procedures (see appendix three) should be used in any case in which it is alleged that a member of staff, visiting professional or volunteer has:

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child
- c. behaved in a way that indicates s/he is unsuitable to work with children.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in OIAMFS to abuse students. All potential allegations will be notified immediately to the Vice Principal or the Principal in the case that the allegation is against the Vice Principal. In the case of an allegation against the Principal this should be directed to the chair of governors.

OIAMFS will report to the LADO.



Procedures in the event of an allegation against a student by a student

Students will be made aware of the process for reporting concerns they have regarding the behaviour of another student towards them. Many of the issues are of a minor nature and can be resolved at 'Rest & Restore' at the end of the day.

Students will be made aware that they should report any incidents of bullying to a member of staff. Equally students can record bullying by emailing:

anti-bullying@oneinamillion.org.uk

Students can report incidents of criminal action against themselves to a member of staff or via the bullying email address and a thorough investigation will be conducted by the Vice Principal (Mr. Qadri).

Other Issues

Student with additional needs

At OIAMFS we recognise that while all students have a right to be safe, some students may be more vulnerable to abuse. Special consideration includes the provision of safeguarding for those who:

- are disabled or have special educational needs
- are living in a domestic abuse situation affected by parental substance misuse
- are an asylum seekers living away from home
- are vulnerable to being bullied, or engaging in bullying
- are living in temporary accommodation
- live transient lifestyles
- are living in chaotic and unsupportive home situations
- are vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- are involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language

Photography and images

The vast majority of people who take or view photographs or videos of students do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse students through taking or using images, so we must ensure that we have some safeguards in place. To protect students we will:

- seek their parent's and the student's consent for photographs to be taken or published (for example, on our website or in newspapers or publications)



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- seek parental consent use only the student's first name with an image
- ensure students are appropriately dressed
- encourage students to tell us if they are worried about any photographs that are taken of them

e-Safety (see e-safety policy)

Most of our students will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm students. The harm might range from sending hurtful or abusive texts and emails, to enticing students to engage in sexually harmful conversations, webcam photography or face-to-face meetings. OIAMFS's e-safety policy explains how we try to keep students safe in school. Cyber-bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat-rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour. Students may from time to time access these as part of their learning. In these circumstances we expect all students to abide by our clearly defined E-safety policy and any deviation from this will be treated seriously by OIAMFS.

All staff at OIAMFS are advised not to contact students via social network sites, personal mobiles or private email. Contact students via email should be for work purposes only. OIAMFS recognises that our technological environment will mean that students will use technology such as email to communicate with staff or to send them work. In this case it is good practice to set up an alternative email address and to use it only for this purpose. Students trying to contact staff for other purposes, or inviting staff to be friends on social network sites such as Facebook should be reported to the DSL(s) (Mr. Jaz Qadri, Mr Jonathan Martin , Ms Helen Jones) or the Principal, Mr Philip Grant in their absence) who will speak to the students involved.

Links with other Policies

The Child Protection policy has obvious links with the wider safeguarding agenda, and staff and governors should always be aware of the impact this policy has on other related issues.

For example, when agreeing or reviewing a policy for child protection, links should be made with all relevant guidelines and procedures.

Monitoring, Evaluation And Review

The Governing Body will review and amend this policy and procedure at least every two years or as required by:-

- changes in legislation
- changes in guidelines from advisory bodies
- the effectiveness of the policy



Appendix One

(Drawn from Keeping Children Safe In Education, September 2016) Definitions and indicators of abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

Examples which may indicate neglect (it is not designed to be used as a checklist):

- hunger
- tiredness or listlessness
- child dirty or unkempt
- poorly or inappropriately clad for the weather
- poor school attendance or often late for school
- poor concentration
- affection or attention seeking behaviour
- untreated illnesses/injuries
- pallid complexion
- stealing or scavenging compulsively
- failure to achieve developmental milestones, for example growth, weight
- failure to develop intellectually or socially
- neurotic behaviour

Physical abuse: a form of abuse which 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.

Examples that may indicate physical abuse (it is not designed to be used as a checklist):

- patterns of bruising; inconsistent account of how bruising or injuries occurred
- finger, hand or nail marks, black eyes
- bite marks
- round burn marks, burns and scalds
- lacerations, wealds



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- fractures
- bald patches
- symptoms of drug or alcohol intoxication or poisoning
- unaccountable covering of limbs, even in hot weather
- fear of going home or parents being contacted
- fear of medical help
- fear of changing for PE
- inexplicable fear of adults or over compliance
- violence or aggression towards others including bullying
- isolation from peers

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.

Examples that may indicate sexual abuse (it is not designed to be used as a checklist):

- sexually explicit play or behaviour or age-inappropriate knowledge
- anal or vaginal discharge, soreness or scratching
- reluctance to go home
- inability to concentrate, tiredness
- refusal to communicate, selective mutism
- thrush, Persistent complaints of stomach disorders or pains
- eating disorders, for example anorexia nervosa and bulimia
- attention seeking behaviour, self-mutilation, substance abuse
- aggressive behaviour including sexual harassment or molestation
- unusually compliant
- regressive behaviour, Enuresis, soiling
- frequent or open masturbation, touching others inappropriately
- depression, withdrawal, isolation from peer group
- reluctance to undress for PE or swimming
- bruises, scratches in genital area

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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



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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 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, although it may occur alone.

Examples that may indicate emotional abuse (it is not designed to be used as a checklist):

- over-reaction to mistakes, continual self-deprecation
- delayed physical, mental, emotional development
- sudden speech or sensory disorders
- inappropriate emotional responses, fantasies
- neurotic behaviour: rocking, banging head, regression, tics and twitches
- self-harming, drug or solvent abuse
- fear of parents being contacted
- running away
- compulsive stealing
- masturbation
- appetite disorders - anorexia nervosa, bulimia
- soiling, smearing faeces, enuresis

Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- an unexpected delay in seeking treatment that is obviously needed
- an unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- reluctance to give information or failure to mention other known relevant injuries
- frequent presentation of minor injuries
- unrealistic expectations or constant complaints about the child
- alcohol misuse or other drug/substance misuse
- parents/carers request removal of the child from home
- violence between adults in the household

Disabled Children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:



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- a bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non mobile child
- not getting enough help with feeding leading to malnourishment
- poor toileting arrangements
- lack of stimulation
- unjustified and/or excessive use of restraint
- rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- unwillingness to try to learn a child's means of communication
- ill fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- misappropriation of a child's finances
- invasive procedures





Appendix Two

Dealing with a disclosure of abuse

When a student tells me about abuse she/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment
- Reassure the student. Tell her/him you are pleased that s/he is speaking to you
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the student know that you will have to tell other people in order to do this. State who this will be and why
- Tell her/him that you believe them. Students very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the student that it is not her/his fault
- Encourage the student to talk but do not ask "leading questions" or press for information
- Listen and remember
- Check that you have understood correctly what the student is trying to tell you
- Praise the student for telling you. Communicate that s/he has a right to be safe and protected
- Do not tell the student that what s/he experienced is dirty, naughty or bad
- It is inappropriate to make any comments about the alleged offender
- Be aware that the student may retract what s/he has told you. It is essential to record all you have heard
- At the end of the conversation, tell the student again who you are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the student's own language. Include any questions you may have asked. Do not add any opinions or interpretations

NB

It is not education staff's role to seek disclosures. Their role is to observe that something maybe wrong, ask about it, listen, be available and try to make time to talk.

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to social services within 24hrs, to the Vice Principal, Mr. Qadri (Mr Jonathan Martin, Ms Helen Jones- in his absence) using the correct procedures as stated in the guidelines.

Students making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a student who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL(s) (Mr. Jaz Qadri, Mr Jonathan Martin , Ms Helen Jones) or Mr. Philip Grant - in their absence) or the nominated governor (Roxy Daniells).



Appendix Three

Allegations against a member of staff or volunteer

Inappropriate behaviour by staff/volunteers could take the following forms:

- physical includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling
- emotional includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality
- sexual includes, for example, sexualised behaviour towards students, sexual harassment, sexual assault and rape
- neglect: may include failing to act to protect a child or children, failing to seek medical
- attention or failure to carry out appropriate/proper risk assessment etc
- radicalisation – where a member of staff abuses his/her position and encourages students to adopt a radical approach or is seen to be encouraging terrorism
- if a child makes an allegation against a member of staff, visitor or volunteer the Vice Principal (Mr. Qadri) should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Vice Principal (Mr. Qadri) or any other staff member **SHOULD NOT** carry out the investigation itself or interview students. As part of this initial consideration, the Vice Principal (Mr. Qadri) should consult with the LADO who will then contact the police
- the consultation between OIAMFS and the LADO will determine the need for further investigation and who will conduct it. Only if the allegation is demonstrably false or trivial would further investigation not be warranted. A Strategy Meeting is usually held to determine the mechanics of the investigation, and to address such issues as who will interview the student(s), informing the staff member, informing parents, the need or not for suspension, and to what extent disciplinary or criminal procedures need to be invoked alongside any child protection procedures (where more than one set of procedures is invoked, child protection procedures take precedence, to ensure the best interests of the child are catered for)
- where the allegation has been made against the Principal, then the Nominated member of the Governing Body (Roxy Daniells), takes on the role of liaising with the education personnel section and social care in determining the appropriate way forward



Appendix Four

In accordance with recommendations in the Council of Local Education Authorities Guidance 1/96, every school should have a nominated governor whose role is to ensure child Protection procedures are implemented effectively by the school. As a Free School OIAMFs considers this to be good practice that it will adopt. The nominated governor is Roxy Daniells.

The guidance further recommends a report be produced annually in collaboration with the Principal (Mr. Philip Grant) and the DSL(s) (Mr. Jaz Qadri, Mr Jonathan Martin , Ms Helen Jones) and presented to the governing body at the July Governors meeting. The Report conforms to a template considered to be best practice at the time of writing.

Appendix Five

Whistleblowing code for issues relating to students and young people

Purpose of the code

OIAMFS's whistleblowing policy and procedures enables staff to raise concerns relating to:

- crime
- a miscarriage of justice
- illegality health and safety
- environmental or property damage
- unauthorised use of public funds
- concealing or attempting to cover up any of the above

This code provides additional information to help staff to understand the role of whistleblowing in the context of poor practice and unacceptable conduct and attitudes towards students.

When to use the code

The whistleblowing procedures and this code may be used by anyone employed by OIAMFS in a paid or voluntary capacity who believe they have reason to suspect that the conduct of an employee towards a student is inappropriate.

Inappropriate conduct includes, but is not confined to:

- bullying or humiliation contravening health and safety guidelines
- serious breaches of OIAMFS's code of ethical practice
- professional practice that falls short of normally accepted standards compromising students' welfare but in a way that does not meet the threshold for child protection intervention



Reasons for blowing the whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that students are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects students, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistleblowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by OIAMFS, or they may be under stress and be relieved when their conduct is questioned.

Staff who deliberately fail students and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the students and the reputation of the OIAMFS.

Barriers to whistle blowing

You may worry that you have insufficient evidence to raise a concern that you will set in train an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern might be totally misplaced. These concerns are entirely understandable but you can be reassured that whistleblowing procedures addresses these issues.

The Public Interest Disclosure Act 1998 protects employees from reprisals for public interest whistleblowing. Your union, a solicitor or the local authority legal services can provide you with information about your legal position.

Confidentiality and anonymity

All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing. You can, if you prefer, raise your concern anonymously. OIAMFS would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available. OIAMFS will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistleblowing. Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.



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Reporting procedure

It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved. You may raise your concern verbally or in writing. You should report your concern directly to the Principal. If the Principal is the subject of your concern, speak to the chair of governors. A friend, colleague or union representative may accompany you to the meeting if you wish. Ensure the Principal or Chair informs you of their proposed action and sets a date for a second meeting. Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed. Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.

Process and outcome

The Principal or chair will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred. Members of the school community, including governors, may be asked to provide information or advice. External advice, for example, from legal or human resources or children's services may be sought. A written record of the conduct, established facts and outcome of the inquiry will be kept. The 'whistle-blower' will be kept informed of the progress of the inquiry. The outcome of the inquiry will be one of the following:

- 1 - No poor practice or wrongdoing is established and the case is closed
- 2 - The concern has some substance and the subject of the concern will receive advice and support from the Principal to improve practice.
- 3 - Poor practice or wrongdoing is established and disciplinary proceedings are initiated
- 4 - The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police. If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved.

Further action

If you raise a concern and you are dissatisfied with the way it is managed, or the outcome, you may contact the governing body or local authority for advice. Alternatively you can seek advice from your union or professional body.

This guidance should be read in conjunction with OIAMFS's 'Whistleblowing Policy'.



Child Protection Policy

Appendix Six

Cause for Concern Form

Name of Student:		LT:
D.O.B.:	Age:	
The Incident/Disclosure		
Date of Incident:	Date of Disclosure:	
	Time of disclosure:	
Who was involved:		
Name of any witnesses:		
What happened (was said/done?)		



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Action	
Who was it reported to?	Designated person:
Who was informed (social service/police/other?) OR - why was no action taken?	
What was the outcome?	
How when were parents informed?	
Signature of Designated person:	
Date of conclusion:	



Appendix Seven

Signs of Child Sexual Exploitation including radicalisation

Some of the potential indicators of sexual exploitation are:

- Persistently going missing or returning late
- Agitated/stressed prior to leaving home/care
- Returning distraught/disheveled or under the influence of substances
- Requesting the morning after pill upon return
- Receiving lots of texts/phone calls prior to leaving
- Truancy from school
- Inappropriate sexualised behaviour for age
- Physical symptoms or infections e.g. bruising, bite marks, sexually transmitted infections
- Entering or leaving cars driven by unknown adults or by taxis
- Significantly older 'boyfriend' or 'girlfriend'
- Acquisition of money, clothes, mobile phone etc. without plausible explanation
- Leaving home/care without permission
- Low self-esteem
- Change in personal hygiene (greater attention or less)
- Self harm and other expressions of despair
- Evidence or suspicion of substance misuse