



**NEWLAND SCHOOL FOR GIRLS**  
**Specialists in Mathematics and Computing**

**Pride. Aspire. Excellence.**

## **CHILD PROTECTION POLICY**

The school will review this policy as below and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Approved by Governing Body	February 2016
Last Reviewed	July 2018
Next Review Date	July 2019

**OUR VISION** *To develop a climate where students take pride in their learning, where high aspiration and individual character drive our students to achieve greatness and excellence in that they do.*

**Newland School for Girls** recognises the responsibility placed upon its staff to deal with actual and suspected child abuse in a positive and effective way. Staff will endeavour to recognise and deal with concerns as quickly as possible and in accordance with the procedures outlined in this policy which is intended to provide guidance and protection for children, parents and school staff.

*We will follow the Procedures and Guidance set out by the Local Safeguarding Children Board, (a copy of which is to be found via the Hull Safeguarding Children's Board website) and take account of guidance issued by the DFE, Keeping Children Safe in Education, September 2016*

## **AIMS OF THIS POLICY**

- To protect and safeguard the welfare of all pupils.
- Make all staff aware of procedures around child protection.
- Keep records of relevant information.

**Safeguarding and promoting the welfare of children is defined as:**

- Protecting children from maltreatment.
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully

## **Child Protection**

Child Protection is part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm.

## **Children in Need**

Are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired without the provision of services.

## **Significant Harm**

The concept of significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child and gives the Local Authority a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

## Self-Harm

School staff can play an important role in preventing self-harm and also supporting student, peers and parents currently engaging in self-harm.

Any member of staff who is aware of a student engaging in or suspected of be at risk of engaging in self-harm should **always** consult with the Child Protection Co-ordinator.

Students need to be made aware that it may not be possible for staff to offer complete confidentiality. **If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept.**

## What is Abuse and Neglect?

These are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm:

- **Physical abuse**  
May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning and suffocating. Child may show bruises, burns and scratches and may be evasive about the causes. It may be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.
- **Emotional abuse**  
It may involve withdrawal of love and affection. It may feature age or developmentally inappropriate expectations being imposed on the child. These may include overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve serious bullying causing the child to feel frightened or in danger, or the exploitation or corruption of a child.  
Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Sexual abuse**  
Involves forcing or enticing a child to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. These activities may involve physical contact including inappropriate touching, penetrative or non-penetrative acts.  
They may include non-contact activities such as involving a child in looking at, or in the production of, pornographic material, or watching sexual activities, or encouraging a child to behave in sexually inappropriate ways.
- **Neglect**  
Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of a child's health or development. Neglect may involve a parent or carer failing to provide adequate food, clean clothing or supervision and failure to ensure access to appropriate medical care and treatment.

## Forced Marriage

A marriage lacking the free and full consent of both partners. Forced Marriage is not condoned by any religion. It is a form of domestic violence and an abuse of human rights. Victims of Forced Marriage are often subjected to physical and emotional abuse and rape.

## **Arranged Marriage**

Parents find suitable partners for their children and both parties have a choice as to whether or not to proceed with the marriage.

## **What is Honour?**

There is no single meaning. It consists of a learnt set of unwritten rules that an Asian woman has to follow in order to protect and maintain the family name.

## **Female Genital Mutilation**

This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of Newland School for Girls we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place. Recognition of any of the above may come to you in a variety of ways but they are not always necessarily indicators of a concern.

ALL staff, including teaching and support staff, should be aware of the procedures to follow if concern arises or a disclosure is made. All Supply Staff are issued with a Safeguarding Children guidance sheet.

## **Protection from radicalisation**

School staff play an important role in the formation of student values which in turn keep them safe. Staff who become aware of students whose influences or views could be termed extremist in any local, national or international manner should inform the school safeguarding lead to enable an assessment to be made of the risk to the individual or others. In partnership with the local Prevent team the Designated Child Protection Officer attends regular events held by Humberside Police thus keeping up to date with new guidance surrounding extremism.

## **Domestic Abuse**

Children & young people can suffer directly or indirectly if they live in a household where there is domestic abuse. The Children's Act 1989 clarifies that the meaning of harm is to include impairment suffered from seeing or hearing domestic abuse.

## **Internet Safety**

The UK Council for Child Internet Safety (UKCCIS) Education Group has developed guidance regarding keeping children safe online. This is guidance only & should be read alongside Keeping Children Safe in Education, September 2016.

## **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in an exchange for something.

## **THE ROLE OF THE DESIGNATED CHILD PROTECTION CO-ORDINATOR**

The Designated Child Protection Co-ordinator is responsible for advising staff and acting as a liaison between other agencies when actual or suspected cases of abuse relate to students at the school. Information about children for whom there is a child protection concern will be shared on a 'need to know' basis.

## **The Designated Child Protection Co-ordinator at Newland School for Girls is Mrs Routh.**

In the absence of this member of staff responsibility for child protection will pass to **Mrs Edwards**. In their absence responsibility will pass to the Head teacher.

The Designated Child Protection Co-ordinator Mrs Fiona Routh has completed appropriate training in order for her to discharge her responsibilities effectively.

### **The role of the nominated Governor**

Section 175 of the Education Act 2002 requires governing bodies to make arrangements to ensure that their functions are carried out with a view to safeguarding & promoting the welfare of children.

This person will be responsible for liaising with the Head teacher and the Designated Child Protection Coordinator regarding child protection issues.

The nominated governor for Newland School for Girls is Ann Haddock. The governing body are aware of the new DfE guidance Dealing with Allegations of Abuse Against Teachers and Other Staff – Keeping Children Safe in Education, September 2016

## **GUIDELINES AND PROCEDURES**

### **Disclosures**

1. If a child is obviously going to disclose information, stay calm and reassuring. It is advisable not to be alone with the child, be visible by a colleague or another adult at all times. Ensure there is visual access and/or an open door in one to one situations.
2. Do not promise confidentiality or lead the child to believe that what she has told you will be kept a secret or make any promise that you cannot keep. Explain that you have a responsibility to report what has been said to someone else.
  
3. Listen to what the child has to say with an open mind.
  - The child should not be questioned in school any further than is sufficient to establish in your mind that there is some suspicion of child abuse and therefore a case for referral to other agencies.
  - Questions used should be sensitive and not probing or leading or designed to get the child to reveal more. Only 'who?' 'When did it happen?' 'When will you see the person again?' is needed to be known. Be careful to convey no distaste or disgust. Assure the child that you believe what she has told you and it was not her fault. Thank her for telling you the information.
  
4. Make note of the discussion, taking care to record the date, time, setting and people present, as well as what was said, quoting actual words. Include any relevant information given to you in respect of any physical marks. Remember to sign and date the statement once completed.
  
5. Do **NOT** have any contact with the parents.

6. Contact the Child Protection Co-ordinator; Mrs Routh, or in her absence; Mrs Edwards - by now you will probably need someone to talk to.

7. Mrs Routh / Mrs Edwards will contact the Head of House / Pastoral Mentor and obtain any relevant additional information.

8. Mrs Routh / Mrs Edwards might need to contact the Local Authority Children's Social Care Team to check if the family is known to the service and discuss matters with them prior to a formal referral being made.

9. Mrs Routh / Mrs Edwards will inform the Head teacher and will contact the local Children and Family Services Duty Team Leader by telephone to make the referral.

10. The only time consent is not obtained is when the child may be placed at greater risk.

11. Where a child is interviewed by a member of another agency on the school premises and a parent is not present, a teacher or other sympathetic member of the school staff must be present as the school is still in loco parentis. Consent must be obtained before any agency can speak to a child. There are however exceptional circumstances whereby the Police & Social Care do not need consent, ref Working Together 2010 para 5.67.

12. A copy of the HSCB referral form should be sent to Children's Social Care, EHASH Team within 48 hours of the verbal referral

13. A copy of the letter is to go to the child's file and to Mrs Routh for the Child Protection file.

14. The Head will inform the nominated governor for Safeguarding of a referral to an external agency, whilst observing confidentiality (names and personal details should not be given).

## **Early Help**

At Newland School for Girls we aim to identify when early interventions are needed to support families in need. This is in conjunction with the Early Help Team. With parents' consent an assessment is completed whereby relevant support will be offered.

## **Child Protection Conference**

Staff involved in case conferences should be aware of what is expected and supported if necessary. Before attending, the member of staff, usually Head of House or Pastoral Mentor, should familiarise him/herself with the background of the case and formulate an opinion about the issue to be discussed at the conference. Mrs Routh should be consulted and will help by discussing the issue and helping to formulate this opinion if necessary. There are now standard reports for all agencies to complete before attending a conference, points covered are –

- Danger/Harm, Complicating Factors, Grey Areas, Safety, Strengths, Protective Factors.
- At the Child Protection Conference, staff should be willing to make a contribution of their professional opinion so that a joint decision can be made.
- Reports of case conference should be passed to Mrs Routh for the CP files, although a copy may be retained in an envelope marked "confidential" in the pupil's file.

## **ALLEGATIONS AGAINST MEMBERS OF THE SCHOOL STAFF / VOLUNTEERS**

- should be referred **IMMEDIATELY** to the Head.

An allegation is defined as where: It is alleged that a person who works/volunteers with children has behaved in a way that has harmed a child, or may have harmed a child; possibly committed a criminal offence against or related to a child; behaved towards a child in a way that indicates her or she would pose a risk of harm if they work regularly or closely with children.

### **Allegations against other pupils**

A pupil against whom an allegation of abuse has been made may be fixed term excluded from the school pending an investigation and the school Behaviour policy may apply. The school will take advice from Children's Social Care and/or the police on the investigation of such allegations and will take appropriate action to ensure the safety and welfare of all pupils involved.

### **Responding to a Complaint or an Allegation**

The person to whom an allegation or concern is reported should not question the child or investigate the matter further and should:

- Treat the matter seriously;
- Avoid asking leading questions and keep an open mind;
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style;
- Make a written record of the information (where possible in the words a child used), including - When the alleged incident took place (time and date)
  - Who was present; (witnesses)
  - What was said to have happened;
- Sign and date the written record;
- Report the matter immediately to the Designated Officer OR in their absence, the LADO directly.
- Copies of the Initial Reporting / Consultation Form for the Designated Officer are held both by the CP Co-ordinator and by the Head's PA.

**N.B. Children/young people must not be asked to produce or sign any statements. This could undermine any potential investigation.**

The procedure followed for allegations against teaching and support staff will be in accordance with Keeping Children Safe in Education, September 2016

### **Where the Allegation is Against the Head teacher**

The person to whom the allegation is made **MUST IMMEDIATELY** inform the Child Protection Co-ordinator: Mrs Routh who will contact the Chair of Governors who will in turn report this to the designated officer for schools. NSG adheres to Department of Education, *Keeping Children Safe in Education, September 2016*

### **Children missing in Education**

Children are best protected by regularly attending school where they will be safe from harm & where professionals can monitor their well-being. Where we have concerns that a child is missing from education we follow local authority protocols & refer to the EWS.

### **Curriculum Input**

Child protection within the curriculum is supported in assembly and at tutor time through discussion and debate sessions. Topics such as E safety, anti-bullying, sex and relationships are covered.

During these discussions, pupils' knowledge, understanding, skills and competencies are developed thus encouraging them to make informed judgements and effective decisions.

## **RECRUITMENT AND SELECTION**

**All paid staff** with access to children or sensitive information relating to children will be required to undertake an enhanced **DBS check**.

A person who is barred from working with children will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If Newland School for Girls knowingly employs someone who is barred to work with this group they will also be breaking the law. If there is an incident where a member of staff or volunteer has to be dismissed because they have harmed a child or would have if they had not left, Newland School for Girls will notify the DBS.

Staff working directly with children or with access to sensitive information will be required to complete LSCB Child Protection Training.

**All staff and volunteers** to complete an application form including details of previous employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act 1974, as amended) agreement for an enhanced DBS check, permission to contact two referees, including their current or most recent employer (which should be taken up)

The potential **support staff member** will be subject to a probationary period (3-6 months) and monthly meetings will take place with their manager/supervisor to identify any concerns, training and support needs.

All **volunteers** to complete an application form, including details of 2 referees (which should be taken up). If volunteers are to be left unsupervised with a child then enhanced DBS checks with Children Barred List are to be completed. For volunteers who will be supervised, an enhanced DBS check may be obtained but without a Children's Barred List check.

Staff and volunteers will have a period of induction where they will complete any Induction training and access internal policies.

## **Disclosure and Barring Service**

A person who is barred from working with children they will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If Newland School for Girls knowingly employs someone who is barred to work with children they will also be breaking the law. If there is an incident where a member of staff or volunteer has to be dismissed because they have harmed a child, or would have been if they had not left, Newland School for Girls will notify the DBS.

## **Training**

1. The CP Co-ordinator attends relevant inter-agency training appropriate to fulfil role.
2. Whole school staff training is carried out, as appropriate, every 3 years.
3. NQTs and other new teaching staff are trained annually in the Autumn Term.
4. All pupils have awareness and procedure training given annually by the Head teacher in an assembly.
5. Some members of the governing body have attended relevant training in connection with their role.
6. The governing body are fully aware of their responsibility to train new Governor's when this becomes necessary.

## **How is the Policy shared with Parents and Carers?**

Through the school website and copies are available from the school office.

Temporary staff, supply teachers and volunteers all receive details of who to report any concerns to, they are also advised that they can access the schools full Child Protection Policy via the website.

## **MONITORING AND EVALUATION**

- Policy will be monitored and reviewed annually by the Child Protection Co-ordinator and the governing body.
- Policy is available to all staff via the school website and from the school office.
- Policy has been agreed by the governing body
- This Child Protection Policy and Procedures should be read in conjunction with:-
  - The Local Safeguarding Children's Board (LSCB) Guidelines and Procedures
  - Newland School for Girls - Code of Conduct - Anti-Bullying Policy - Health & Safety Policy
  - Complaints & Disciplinary Policy - Medical & Medicines Policy
  - E-Safety Policy, Whistleblowing Policy, Control and Restrain
  - Policy and all other associated Policies.

## ***Our Role in the Prevention of Abuse***

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

## **The Curriculum**

Relevant issues will be addressed through the PSHE curriculum and assembly programme, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.

Relevant issues will be addressed through other areas of the curriculum, for example, circle time, debate and discussion, English, History, Drama, Art.

## **Other Areas of Work**

All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.

Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

## **Safeguarding Pupils/Students who are Vulnerable to Extremism**

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.

***The demonstration of unacceptable behaviour by using any means or medium to express views which:***

- ***Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;***
- ***Seek to provoke others to terrorist acts;***
- ***Encourage other serious criminal activity or seek to provoke others to serious criminal acts;***
- ***Foster hatred which might lead to intercommunity violence in the UK.***

There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views

justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. Newland School for Girls values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Newland School for Girls is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 1.

Newland School for Girls seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

## **Risk Reduction**

- a) The school governors, the Head Teacher and the SLT will assess the level of risk within the school and put actions in place to reduce that risk.
- b) Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- c) This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

## **Response**

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be Fiona Routh or Mrs Edwards, in their absence, the Head teacher. The responsibilities of the SPOC are described in Appendix 2.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the DSL if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

## APPENDIX 1

### **INDICATORS OF VULNERABILITY TO RADICALISATION**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

***Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.***

3. Extremism is defined by the Crown Prosecution Service as:

***The demonstration of unacceptable behaviour by using any means or medium to express views which:***

**Encourage, justify or glorify terrorist violence in furtherance of particular beliefs**

**Seek to provoke others to terrorist acts**

**Encourage other serious criminal activity or seek to provoke others to serious criminal acts**

**Foster hatred which might lead to intercommunity violence in the UK**

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

**Identity Crisis** – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

**Personal Crisis** – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging; Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

**Unmet Aspirations** – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

**Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration; Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## APPENDIX 2

### **PREVENTING VIOLENT EXTREMISM – ROLES & RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

The SPOC for is Fiona Routh and Caroline Edwards, who are responsible for:

Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;

Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

Raising awareness about the role and responsibilities, in relation to protecting students/pupils from radicalisation and involvement in terrorism;

Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;

Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;

Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;

Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel\* process;

Attending Channel\* meetings as necessary and carrying out any actions as agreed;

Reporting progress on actions to the Channel\* Coordinator; PC 1857 Karen Windross

Sharing any relevant additional information in a timely manner.

**\* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Police Counter-Terrorism Unit, and it aims to:**

Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;

Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and

Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.