



## **SAFEGUARDING/CHILD PROTECTION PROCEDURES FOR REPORTING A CONCERN**

***If you are worried about the safety of any young person in our school, you must report this to:  
Ian McMahon the Designated Safeguarding Lead***

***“Do not delay - report the same working day”***

**The Designated Safeguarding Leads (DSL) for Lindsworth School are:**

<b>Ian McMahon</b>	<b>Assistant Headteacher (KS3 + KS4)</b>	<b>Ext 128</b>
<b>Kate Knutton</b>	<b>Pastoral Manager (KS2)</b>	<b>Ext 107</b>
<b>Kate Beale</b>	<b>Headteacher</b>	<b>Ext 137</b>
<b>Julie Coombs</b>	<b>Deputy Headteacher</b>	<b>Ext 130</b>
<b>Simon Richardson</b>	<b>Assistant Headteacher</b>	<b>Ext 136</b>
<b>Courtney Ballard</b>	<b>Assistant Headteacher</b>	<b>Ext 126</b>
<b>Dean Williams</b>	<b>Pastoral School Lead/Achievement Coordinator</b>	<b>Ext 132</b>

# LINDSWORTH SCHOOL

## CHILD PROTECTION PROCEDURES FOR REPORTING A CONCERN

The welfare of the child is paramount.

No child should suffer harm, either at home or at school. Everyone who works in our school has a responsibility to make sure that all our young people are safe.

All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity, have the right to protection from abuse.

Due to the SEND and complex nature of our pupils, they are all at a higher risk of experiencing child protection issues.

All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.

All staff (paid/unpaid) have a responsibility to report concerns.

If you are worried about the safety of any young person in our school, you must report this to the Designated Safeguarding Lead for child protection.

If the concern relates to a member of staff, you must report this to the Headteacher.

As a school we have the mind-set of “it could happen here”. We invest time in regular training for all staff and promote an ethos of challenging each other in a supportive manner.

Please help us to safeguard the children in our care by following these guidelines.

# CHILD PROTECTION ADVICE

Thank you for helping the students at Lindsworth School. We are committed to safeguarding and meeting the needs of our children and we hope that this booklet will provide some useful advice and information when working with children at Lindsworth School.

## **Your Responsibilities**

All those who work in our school, whether paid or voluntary, have a duty to safeguard and promote the welfare of children.

## **DBS Checks**

Anyone involved with children must be DBS checked. This is to help ensure that unsuitable people are prevented from working with children.

If you are not DBS checked you must not be left unsupervised with children.

DBS applications are completed online. Vanessa Wilson, H.R. Manager, will provide you with the necessary information and will advise you which documentation is necessary for you to present for the check to be completed.

It is your responsibility to inform the Headteacher immediately if you become subject to any criminal investigation, caution or conviction. This will help to protect you as well as the young people in your care.

Lindsworth School has a Child Protection & Safeguarding Policy and a copy is available in reception or on our school website.

## **What should I do if I am worried about a child?**

If, whilst working with a child, you become concerned about:

- Comments made by a child
- Marks or bruising on a child
- Changes in the child's behaviour or demeanour

please report these concerns to:

**Ian McMahon** Assistant Headteacher (KS3 + KS4)

Ext 128

**Kate Knutton** Pastoral Manager (KS2)

Ext 107

**Kate Beale** Headteacher

Ext 137

**Reasonable grounds are established when:**

- A child or young person states that they have been physically or sexually abused.
- A child or young person states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves).
- Someone who knows the child or young person states that the child or young person has been physically or sexually abused.
- A child shows signs of being physically or sexually abused.
- The staff member is aware of persistent family violence or parental substance misuse, psychiatric illness or intellectual disability that is impacting on the child and young person's safety, stability or development.
- The staff member observes signs or indicators of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision.
- A child's actions or behaviour may place them at risk of significant harm and the child's parents are unwilling or unable to protect the child.

**STAFF SHOULD:**

- Only gather enough information to form the belief
- Use open ended questions when talking to the student

**STAFF SHOULD NOT:**

- Conduct their own investigation
- Ask leading questions that suggest the abuse took place
- Interview witnesses
- Take statements
- Collect evidence
- Conduct a physical examination

**RECORDING**

School staff should keep comprehensive, factual, chronologically ordered notes that describe the source of their concerns, e.g. from obvious injuries, behaviours or comments made outlining related events, actions taken, and further considerations which will determine the need for help. Notes should also reflect who the staff member has been in contact with.

**Recording information on My Concern**

If a child discloses that he/she is being harmed, immediately record factual details of the disclosure on My Concern, including wherever possible, the exact words or phrases used by the child.

**What should I do if the alleged abuser is a member of the school staff**

You should report such allegations to:

Kate Beale

Headteacher

Ext 137

### **What should I do if the alleged abuser is the Headteacher?**

You should report such allegations to the Chair of Governors.

### **How do I assure that my behaviour is always appropriate?**

Appropriate relationships with children should be based on mutual trust and respect. You may well be working closely with children sometimes on a one to one basis. Children, especially when they are young, are often spontaneously affectionate and tactile and it is important not to alienate them through lack of response or by appearing to reject this. You should, however, be careful about touching students.

If you are working with a student on his/her own, always ensure that the door is left open or that you can be visible to others.

Do not photograph students unless requested to by the Senior Leadership Team. The school equipment must be used and not taken home. Do not exchange private emails or text messages or give out your own personal details. Do not engage with students on Outlook, Facebook or similar social media.

### **VULNERABLE CHILD, CHILD IN NEED, CHILD PROTECTION**

- *Vulnerable child*: benefit from extra help to make best of their life chances.
- *Children 'in need'*: health and development will be significantly impaired without the provision of further services.
- *Children 'in need of protection'*: reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

### **CATEGORIES OF ABUSE**

- **Neglect**  
Persistent failure to meet the child's basic needs. Failure to provide adequate food, shelter, clothing, supervision or have access to medical care or treatment.
- **Physical abuse**  
Causing a child physical harm e.g. hitting, burning, suffocation or by giving poisonous substances, inappropriate drugs or alcohol.
- **Sexual abuse**
  - Forcing or enticing a child to take part in sexual activities.
  - May involve penetrative, non-penetrative or non-contact activities.
- **Emotional abuse**
  - Persistent emotional maltreatment or rejection. Includes threats, verbal attacks, constant lack of love and affection.
  - Seeing or hearing the ill-treatment of others.

### **POSSIBLE SIGNS OR SYMPTOMS OF NEGLECT**

- Child left alone or inappropriately supervised
- Constant hunger
- Constant tiredness
- Untreated medical conditions/persistent non-attendance at appointments
- Child caring for self or siblings
- Poor hygiene, inappropriate clothing
- Developmental delay

### **POSSIBLE SIGNS OR SYMPTOMS OF PHYSICAL ABUSE**

- Injuries – bruises, burns, scalds, bites, marks
- Explanations – none, unlikely, scripted, inconsistent with injury
- Nervous, flinching, aggressive
- Patterns of absences
- Reluctance to change e.g. for PE, swimming

### **POSSIBLE SIGNS AND SYMPTOMS OF SEXUAL ABUSE**

- Use of sexual language inappropriate to the child's age
- Inappropriate behaviour/role play
- Pregnancy, sexually transmitted infections
- Sexual activity:
  - The legal age of consent for sexual activity is 16
  - No child aged 13 or under can consent
  - Any under-age sexual activity

### **POSSIBLE SIGNS OR SYMPTOMS OF EMOTIONAL ABUSE**

- Low self-image, negative self-talk
- Inappropriate emotional responses
- Isolation or attention seeking
- Self-harm

- Drug/solvent misuse
- Social isolation
- Depression, withdrawn

**OTHER TYPES OF ABUSE:**

- Medical neglect
- Family violence
- Female Genital Mutilation (FGM)
- Risk-taking behaviour
- Bullying, including online bullying and prejudice-based bullying
- Racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour, for example sexting
- Teenage relationship abuse
- Substance misuse
- Issues that may be specific to a local area or population, for example gang activity and youth violence
- Domestic violence
- Forced marriage
- Fabricated or induced illness
- Poor parenting, particularly in relation to babies and young children

# DEALING WITH A DISCLOSURE

- **Receive**
  - Listen, be neutral, believe
  - Reassure
  - Stay calm
  - Tell the child they have done the right thing
  - Don't make promises
  - Remember confidentiality limits
- **React**
  - Open questions if necessary (professional curiosity)
  - Don't criticise perpetrator
  - Explain what happens next – tell Designated Safeguarding Lead
  - Record accurate and objective notes, as soon as possible
  - Use child's own words
  - Use Incident Report Form and Incident Book
- **Never**
  - Take photos e.g. of possible injuries
  - Arrange medical examination
  - Ask children to remove clothing
  - Ask children to write down their concerns
  - Interview children in groups or pairs
  - Record conversations with child