



Phoenix School Sylhet

Safeguarding Policy including Child Protection

Agreed:

Written May 2019

APPROVED

Signature: _____

Name: _____

Capacity: _____

Date: _____

SAFEGUARDING POLICY INCLUDING CHILD PROTECTION

1. The Policy Statement

All children at Phoenix School Sylhet have the right to a positive educational experience in a happy, safe, secure environment.

The policy outlines strategies to ensure this.

We will ensure the safety of children by rigorously implementing the following policy.

This policy relates to all staff, professionals, volunteers, tutors and visitors.

Broader elements of Child protection/Health and Safety are covered in other policies.

Phoenix School Sylhet supports UNICEF Rights Respecting Schools. We ensure all pupils are aware of their rights through policy and practice throughout the school:

- *Article 19: You have the right to be protected from being hurt and mistreated*
- *Article 6: You have the right to be alive*
- *Article 3: All adults should do what is best for you*
- *Article 5: Your family has the responsibility to help you learn to exercise your rights*
- *Article 11: You have the right to be protected from kidnapping*
- *Article 36: You have the right to protection from any type of exploitation*
- *Article 37: No-one is allowed to punish you in a cruel or harmful way*
- *Article 39: You have the right to help if you have been hurt, neglected or badly treated*

3. Adopting Safe Recruitment Procedures

All paid staff and volunteers who are entrusted with the care of children and young people have the full range of pre-employment checks.

Safe recruitment procedures apply to staff and volunteers who have regular contact with children in the course of their duties. References are taken.

Some volunteers (e.g. Instructors, Health etc.) are checked by their source organisation).

4. Induction and Training for Staff and Volunteers

Staff training on safeguarding will be revisited on a regular basis. All staff and volunteers are given details of this policy as part of their induction. All staff and volunteers are required to participate in training courses on child protection issues. There is an annual review of policy with all staff.

Staff and volunteers have the health and safety procedures detailed to them as part of their induction.

From this training staff and volunteers can recognise signs of abuse and know the appropriate

reporting systems for this. See - '[Keeping children safe in education – 3 September 2018](http://www.ofsted.gov.uk/schools/for-schools/safeguarding-children)' (<http://www.ofsted.gov.uk/schools/for-schools/safeguarding-children> (UK good practice))

Staff receive guidance on how to respond to disclosures of abuse.

All new staff and volunteers are adequately supervised and their progress is reviewed as part of the CPD process.

This policy is available to all staff, volunteers, pupils and visitors.

5. Code of Conduct

See Safer Care Code of Conduct; Staff Code of Conduct and Behaviour Policy.

6. General Supervision

See Staff Handbook. We ensure that all projects are adequately supervised.

7. Definitions and signs of abuse

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. (From Keeping Children Safe in Education, 2018). (UK good practice)

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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.

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 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.

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.

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.

For signs of abuse, see **appendix 1**

8. Children who may require Early Help

All staff should understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead any ongoing/escalating concerns so that consideration can be given to Safeguarding and Specialist Services or to the police if the child's situation doesn't appear to be improving. Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as young carers.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence.
- Children who are showing early signs of abuse and/or neglect.

9. Acceptable Internet Usage and E-safety

Phoenix School Sylhet recognises that the internet, and access to it via a range of technologies, is an attractive and increasingly integral feature of children's learning and entertainment. The school recognises too that in enabling access to this invaluable resource it has a duty to ensure students are:

- safe from inappropriate content in a range of forms and across technologies;
- safe from bullying and harassment of any kind; and

- safe from crime and anti-social behaviour in and out of school.

Please refer to the Phoenix School Sylhet e-safety Policy, as part of the wider safeguarding agenda, which outlines how we will ensure our pupils are prepared to deal with the safety challenges that the use of technology brings.

10. Safeguarding, extremism and radicalisation

Phoenix School Sylhet is aware of the need to safeguard our pupils from extremism, radicalisation and intolerance to diversity including views justifying political, religious, sexist or racist violence. Extremism is defined as vocal or active opposition to fundamental Bangladesh values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

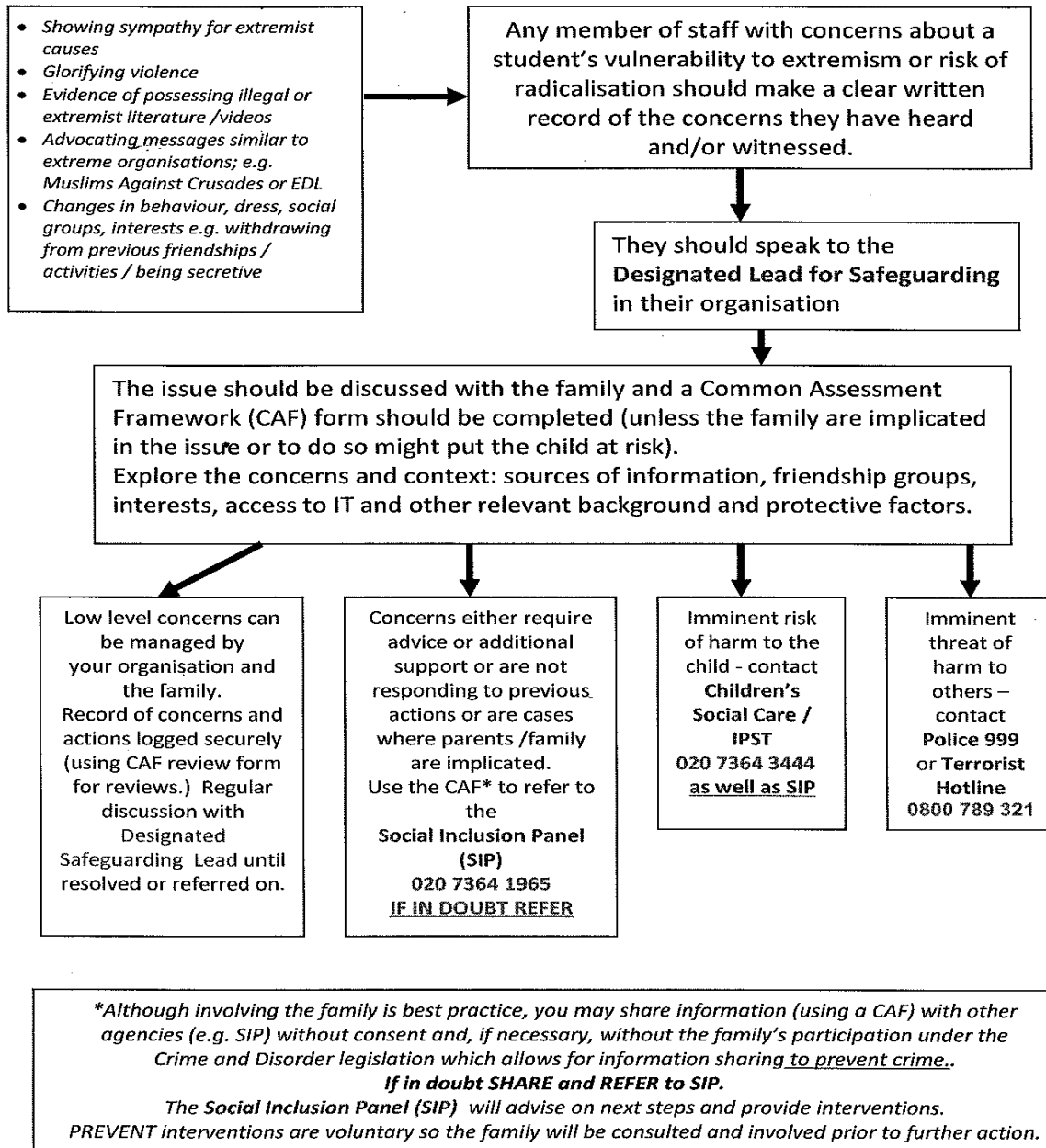
Recognising Extremism – early indicators may include:

- Showing sympathy for extremist causes.
- Glorifying violence.
- Evidence of possessing illegal or extremist literature.
- Advocating messages similar to illegal organisations such as “Muslims against Crusades” or other extremist groups.
- Out of character changes in dress, behavior and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.
- Secretive behaviour

Reporting

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. When a member of staff has concerns that a pupil may be at risk of radicalisation they should speak to the Designated Safeguarding Lead, as they would for any other child protection procedure who will contact the family and relevant agencies to express concerns and offer support. If concerns persist the case will be referred to the police or other services.

Referral route for safeguarding concerns related to Radicalisation or Extremism



Staff Training

All current staff will attend training on recognising and responding to the risk of radicalisation and extremism and the role of professionals. This will be delivered by the Prevent Project manager. New staff will receive training as part of their induction. Training will be revisited regularly.

How the school addresses the issue of radicalisation through the curriculum and other activities:

- PSHEC, RE and Humanities curriculum including British values
- Appropriate discussion in a supportive environment

- E-safety and being safe online
- Rewarding positive behaviour
- Positive engagement with the community
- Access to youth clubs and holiday play schemes
- Positive in and out of school hours' programmes
- Maintaining good relationships with parents

11. Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child.

FGM is much more common than many realise, both worldwide and in Sylhet. The summer holidays, or other extended holiday absence during the school year, are particular periods when schools are encouraged to be alert to the signs of potential or actual abuse.

For guidelines on Female Genital Mutilation (FGM), please see Keeping Children Safe in Education 2018

12. Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where 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 (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Any concerns about child sexual exploitation should be referred to Designated Safeguarding Lead.

13. Children missing from education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveler families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease attending a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. A member of the Safeguarding Team will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

14. Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the local authority
- Refer the pupil pastoral tutor, learning mentor, or school counsellor, as appropriate

15. Peer on Peer Abuse:

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender-based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or

harmful sexual behaviour. Phoenix school Sylhet uses The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool. Guidance on responding to and managing sexting incidents can be found at http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

16. Private Fostering: Children who are being privately fostered are potentially at greater risk of abuse. A child is being fostered privately if they are under 16 (under 18 if disabled) and in the care of by someone other than a parent or close relative (i.e. not a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent) with the intention that it should last for 28 days or more. The private foster carer must inform the Local Authority as soon as they know that they are going to foster privately. Schools need to be aware if a child is being fostered privately and whether the Local Authority is aware.

17. Guidance on how to respond to disclosures of abuse

DO:

- ✦ Do treat any allegations extremely seriously and act at all times towards the child as if you believe what they are saying.
- ✦ Do tell the child they are right to tell you.
- ✦ Do reassure them that they are not to blame.
- ✦ Do be honest about your own position, who you have to tell and why.
- ✦ Do listen and accept what is being said without displaying shock or disbelief.
- ✦ Do tell the child what you are doing and when, and keep them up to date with what is happening.
- ✦ Do take further action - you may be the only person in a position to prevent future abuse - tell your nominated person immediately.
- ✦ Do write down everything said and what was done.

DON'T:

- ✦ Don't make promises you can't keep.
- ✦ Don't interrogate the child - it is not your job to carry out an investigation. This will be up to the police and social services, who have experience in this.
- ✦ Don't cast doubt on what the child has told you, don't interrupt or change the subject.
- ✦ Don't say anything that makes the child feel responsible for the abuse.
- ✦ Don't do nothing - make sure you tell your nominated Designated Safeguarding Lead immediately - they will know how to follow this up and where to go for further advice.

18. Reporting Procedures

a) ACT QUICKLY to obtain as much information as is reasonable and report all suspicions immediately to the DSL or in their absence to one of the senior teachers.

b) DISCUSS URGENTLY with the DSL or any member of the safeguarding team. The Designated Safeguarding Lead (or a Deputy) will contact, where appropriate, the appropriate team in Sylhet.

c) RECORD CAREFULLY the circumstances and action taken. Include the date, time, place, nature of concern, all the facts e.g. observed injuries and bruises, the actual words of the pupil rather than

translating into 'proper' words.

REMEMBER that communication and speed are vital.

d) ALWAYS SHARE YOUR SLIGHTEST CONCERN.

Confidential records are held by the DSL

19. Whistle Blowing Procedure

All staff, volunteers and governors must be vigilant and share concerns and report incidents. Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The following "Red Flag Behaviours" give indications of the kinds of situations which should be shared with a senior member of staff.

An adult who:

- Allows a pupil/young person to be treated badly and/or pretends not to know it is happening
- Gossips/shares information inappropriately
- Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language
- Dresses in a way which is inappropriate for the job role
- Does not treat pupils fairly - demonstrates favouritism
- Demonstrates a lack of understanding about personal and professional boundaries
- Uses his/her position of trust to intimidate, threaten, coerce or undermine
- Appears to have an inappropriate social relationship with a pupil or pupils
- Appears to have special or different relationships with a pupil or pupils
- Seems to seek out unnecessary opportunities to be alone with a pupil

Staff can refer, in confidence, to the DSL any issues of Child protection that they are concerned about. Other issues they can refer, in confidence, to any member of the Senior Management Team. If they do not feel that there is a satisfactory resolution to their concern they can refer to the Designated Safeguarding Lead. If the member of staff is still not satisfied then they can refer directly to the chair of governors the lead governor for safeguarding)..

There is support planned for workers and volunteers who may be subject to allegations. This is through management or Union involvement.

20. Safe Environment

See Health and Safety Policy. Phoenix School ensures that a safe environment is provided for all.

21. Insurance

Phoenix School ensures that adequate insurance is in place for all activities.

22. Contact Details

The contact details:

The named Designated Safeguarding Lead (DSL) is:

Name of Group: **Phoenix School Sylhet**. Telephone: **xxxxxx**

Name and contact telephone number of designated persons responsible for implementing policy for the group: Senior Management Team:

Deputies in case of absence of above person:

Police Station:

Child Protection Helpline

23. Useful Documents

For further information, please refer to the following UK documents:

Department for Education (DFE)/Ofsted, Safeguarding Children guidance documents including

1. 'Keeping children safe in education – 3 September 2018'
<http://www.ofsted.gov.uk/schools/for-schools/safeguarding-children>
2. Working Together to Safeguard Children 2018 (HM Govt, 2018)
<http://www.workingtogetheronline.co.uk/chapters/contents.html>
3. Section 175 Education Act 2002
<http://www.legislation.gov.uk/ukpga/2002/32/section/175>
4. Tower Hamlets Safeguarding Children Board (TH SCB) website
www.lscb-towerhamlets.co.uk
5. Tower Hamlets Early Help Assessment (EHA) Guidance
<http://www.childrenandfamiliestrust.co.uk/family-wellbeing-model/caf>
6. Tower Hamlets Safeguarding Children Guidance and Procedures (including Child Protection Procedures; Prevent: Radicalisation & Extremism Guidance; and Managing Allegations against Adults Procedures)
<http://www.childrenandfamiliestrust.co.uk/the-lscb/protocols-and-procedures/>

7. Tower Hamlets Guidance: What to do if you're worried a child is being abused
<http://www.childrenandfamiliestrust.co.uk/report-concerns/>

8. London Child Protection Procedures March 2018 (Part A)
www.londoncp.co.uk

9. e-safety – Tower Hamlets Safeguarding Children Board (TH SCB) webpages
<http://www.childrenandfamiliestrust.co.uk/the-lscb/e-safety/>

10. Department for Education – e-safety guidelines
<http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren/b00222029/child-internet-safety>

Safer Recruitment and Selection

1. Keeping Children Safe in Education Guidance – 3 September 2018
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

2. Disqualification under the Childcare Act 2006 (DfE, July 2018)
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

3. Safeguarding: disclosure and barring
<http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren/a00209802/disclosure-barring>

4. Tower Hamlets SCB LADO Procedures and Flowchart re Allegations made against staff working in the children's workforce - Information about reporting and managing allegations - see Tower Hamlets SCB Website:
<http://www.childrenandfamiliestrust.co.uk/the-lscb/>

5. Tower Hamlets SCB Supplementary Guidance for Schools and Education Settings on Child Protection Procedures – September 2018 – see Tower Hamlets SCB Website:
<http://www.childrenandfamiliestrust.co.uk/the-lscb/>

6. London Child Protection Procedures March 2018 (Part B): Safer Recruitment
http://www.londoncp.co.uk/chapters/safer_recruit.html

Follow the links to these documents.

CHILD PROTECTION POLICY

Appendix 1

What are the signs and symptoms of child abuse?

If you suspect child abuse, but aren't sure, look for clusters of the following physical and behavioural signs.

Some signs of physical abuse

- Unexplained burns, cuts, bruises, or welts in the shape of an object
- Bite marks
- Anti-social behaviour (including aggression and challenging behaviour).
- Problems in school
- Fear of adults
- Drug or alcohol abuse
- Self-destructive or suicidal behaviour
- Depression or poor self-image

Some signs of emotional abuse

- Apathy (withdrawn)
- Depression
- Hostility
- Lack of concentration
- Eating disorders

Some signs of sexual abuse

- Inappropriate interest in or knowledge of sexual acts
- Seductiveness
- Avoidance of things related to sexuality, or rejection of own genitals or bodies
- Nightmares and bed wetting
- Drastic changes in appetite
- Over compliance or excessive aggression
- Fear of a particular person or family member
- Withdrawal, secretiveness, or depression
- Suicidal behaviour
- Eating disorders
- Self-injury

Sometimes there are no obvious physical signs of sexual abuse, and a physician must examine the child to confirm the abuse.

Some signs of neglect

- Unsuitable clothing for weather
- Being dirty or unbathed
- Extreme hunger
- Failure to attend appointments or meetings
- Apparent lack of supervision