

CARRIE MAY SCHOOL OF PA

Child and Vulnerable Adult Safeguarding Policy

Policy Statements

We recognize that we have an explicit duty to safeguard and protect children from harm to their welfare as defined in the following legislation:

- The Children's Act 1989
- The Human Rights Act 1998
- The Protection of Children Act 1999
- The Sexual Offences (Amendments) Act 2006
- The UN Convention of the Rights of the Child
- The relevant government guidance includes Safe from Harm 1993
- Working Together to Safeguard Children 1999
- Caring for the Young and Vulnerable 2000

Everyone at Carrie May School of Performing Arts shares an objective to help keep children, young people and vulnerable adults safe by:

- Providing a safe environment to learn in
- Identifying and responding to children, young people and vulnerable adults in need or support and/or protection
- Supporting children's development in ways which will foster a sense of self esteem and independence
- Fostering a learning environment in which every pupil feels valued and able to articulate their wishes and feelings in their preferred method of communication in an atmosphere of acceptance and trust.

We will endeavor to ensure that children and vulnerable adults are protected from harm while they visit or are attending classes on our property. We will do this by:

1. Making sure our staff are carefully selected
2. Providing appropriate training for staff in issues of child protection and safeguarding
3. Ensuring all staff (including teaching staff, administrators and ancillary staff) undergo an Enhanced DBS Check
4. Establishing and maintaining an ethos where children and young people feel secure and are encouraged to talk, and are listened to
5. Taking all reasonable steps to ensure the health, safety and welfare of any child or vulnerable adult in contact with us

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6. Taking all reasonable steps to prevent any staff member, persons working for us or member of the public from putting any child or vulnerable adult in a situation in which there is an unreasonable risk to their health and safety
7. Taking all reasonable steps to prevent any staff member, persons working for us or member of the public from physically, emotionally or sexually abusing any child or vulnerable adult
8. Referring to statutory authorities all incidents reported to the Principal, Teachers or Designated Safety Officer
9. Implementing this policy in conjunction with our Health and Safety guidelines already in place
10. Never leaving any child under 16 years or vulnerable adult in a room with anyone aged 18 or over who does not have a DBS check.
11. Reporting to the Principal any evidence or reasonable suspicion that a child or vulnerable adult in our care has been physically, emotionally or sexually abused by someone outside of the school
12. Ensuring no child leaves the property with anyone the school does not know or has not been informed about, even if the child knows the person

Carrie May School of Performing Arts recognises that it is not our responsibility to decide whether a child has been abused or not, it is the responsibility of the Social Service Department and NSPCC but we will always report any suspected abuse to the relevant people.

Everyone working or applying to work for Carrie May School of Performing Arts is to be made aware of our policy for children's welfare. Furthermore, this document should be issued to all staff and other people who are likely to have contact with children as part of their work with us. Copies of the policy will be in the Policy Folder on the foyer tables of our teaching locations.

To see the full details of how the school defines abuse and the signs we will look out for, please see the Policy Folder in the Foyer.

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Types of Abuse

The following definitions of abuse have been taken from the multi-agency code of practice 'Working Together to Safeguard Children'.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and permanent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequately valued or that developmentally inappropriate expectations could be being imposed on the children. It may involve causing children frequently to feel frightened or in danger, or the exploitation of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or inciting a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in the production of pornographic material, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or guardian failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Bullying

Bullying is using superior strength or influence to intimidate someone, typically to force them to do something either online or in person. This can be both child-on-child or adult-on-child and will never be tolerated within the school. Incidence on child-on-child will be dealt with by temporary exclusion from school activities of the perpetrator on a first incidence with the parent/guardian being informed by letter. A second incidence will be dealt with by permanent exclusion from school activities with the parent/guardian being informed by letter.

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When to be concerned: Recognising Signs of Abuse

It is not always easy to spot when children have been abused. However, some of the more typical signs which should trigger suspicions would include:

Physical Abuse:

- Unexplained or untreated injuries
- Injuries on unlikely or unusual parts of the body
- Cigarette burns, bites or belt marks, scalds
- Fear of parents being contacted, going home or receiving medical attention
- Flinching when touched, refusal to discuss injury
- Covering arms or legs
- Aggressive or withdrawn
- Fear of one person

Emotional Abuse:

- Over-reaction to mistakes
- Extremes of emotions
- Poor personal hygiene
- Over-intrusive caretaking from adults
- Sexual abuse and Exploitation (including online)
- Pain, itching, bruising or bleeding to genital areas
- Stomach pains
- Discomfort when walking
- Unexplained source of money
- Inappropriate sexual drawings/language/behaviour
- Pregnancy or sexually transmitted infections
- Sexting and/or use of sexualised language
- Broadcasting or receiving sexual images

Abuse by Neglect:

- Constantly hungry
- Inappropriate clothing or dress
- Constantly tired, lonely, no friends
- Underweight
- No parental support or interest
- Disheveled appearance

Radicalisation:

- Sudden interest in dogmas
- Alter the way they dress
- Change their diet
- Remove themselves from their established friendship groups
- Online research into a group or activity on which they are now focusing

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- The presence of older adolescents or adults who hold extreme views that they look up to.

Dealing with a Disclosure

If a child discloses that s/he has been abused the adult should:

- Listen carefully to what the child says without displaying shock or disbelief
- Accept what is being said
- Allow the child to speak freely without prying too much into the details – risking evidence contamination in a criminal investigation
- Reassure the child but do not make promises which it may not be possible to keep
- Do not promote confidentiality – it may well be necessary to inform the relevant authorities (including but not limited to Social Services and the Police)
- Reassure the child that it is not his or her fault
- Stress that it is right to speak up about the issues
- Do not criticise the perpetrator – the child may well still love him or her
- Explain what you have to do next
- Ensure the child's immediate safety by liaising with the Safeguarding lead
- Thank him or her for confiding in you and reassure them that action will be taken

Record Keeping

When abuse is disclosed or suspected the adult should:

- Make brief notes as soon as possible giving quotes if they can be recalled
- Dates and times should be recorded
- Notes should be factual and precise
- These notes must not be destroyed, even if a more detailed report is later written as they may be needed in court
- Draw a diagram to indicate any marks or injuries observed
- All Safeguarding files are marked 'Strictly Confidential' and are kept separate from other school records.
- Parents do not have access to Safeguarding files
- The school will keep Safeguarding files for seven years.

Designated Person

Carrie May School of Performing Arts has a designated person, Caroline Parry, who takes on responsibility for safeguarding issues. Her role is to:

- Ensure that the local authorities Safeguarding Procedures are followed
- Ensure that all adults are aware of these procedures
- Maintain an up-to-date list of Safeguarding training undertaken
- Ensure all adults know to whom they must pass on their concerns
- Decide if the issue is one of 'risk of harm' or 'actual harm' has occurred to the child
- Act as a source of expertise and advice within the school

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- Coordinate action within the school and develop an effective working relationship with other agencies
- Make referrals where child abuse is like to occur, or is suspected or disclosed to the Local Safeguarding Children's Board (LSCB) or the Local Authority Designated Officer (LADO)

Procedures

All adults involved in the delivery of school activities are issued with a copy of the school's Safeguarding Policy and it will be posted on the school's website.

Where it is believed that a child is suffering from or at risk of significant harm we will follow the procedures outlined below:

- If any adult is concerned about a child he or she must inform the Designated Person immediately
- Notes should be made about the concerns as quickly as possible
- The Designated Person may decide to seek advice initially from Social Services and will decide whether an immediate referral to Hertfordshire County Council Social Services department is necessary.
- After a verbal referral has been made to Social Services the Designated Person will forward a written report confirming the telephone conversation within 24 hours.
- Particular attention will be paid to the physical, social and emotional development of any child who has been identified as being at risk.

Support

Dealing with safeguarding is always difficult and stressful. Adults should consider seeking support for themselves, initially from the Designated Person.

Allegations Involving a member of staff

When an allegation is made against a colleague immediate advice must be sought. The County Child Protection Guidelines must be followed. The person in question will be required to withdraw from all school activities immediately until informed by the Designated Person. This is as much to protect the individual as it is to prevent further abuse and damage the reputation of the school.

DBS Details

Caroline Parry	School Principle	DBS No: 001473328960
Caroline Burke	Teacher	DBS No: 001540222741
Eleanor Lawrence	Teacher	DBS No: