



ARGYLE  
HOUSE  
SCHOOL  
SUNDERLAND



Information:

Sunderland Local Safeguarding Children's Board Contact Information:

Secure e-mail: [safeguarding.children@sunderland.gcsx.gov.uk](mailto:safeguarding.children@sunderland.gcsx.gov.uk)  
[LADO@sunderland.gcsx.gov.uk](mailto:LADO@sunderland.gcsx.gov.uk)

Telephone Numbers: (0191) 5205560-during business hours  
(0191) 5205552-Out of hours service  
(0191) 5613901-LADO direct line

**SAFEGUARDING CHILDREN POLICY**

**For**

**Argyle House School**

**(Including EYFS)**

**All Departments: Designated Safeguarding Lead is Mr. C Johnson**

**Deputy Safeguarding Leads are Mr. J Blair & Mrs. L McIntosh**

**General**

- It is our duty as a School and a professional in the children's workforce that each child's needs are paramount, and the needs and wishes of each child, be they a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates.
- All professionals in the School Community who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children.
- All professionals in the School Community are able to use their judgement to put the child's needs at the heart of the safeguarding system so that the right solution can be found for each individual child.
- All professionals in the School Community to contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes.
- The School works in line with the procedures set down by the Local Safeguarding Board and helps monitor the effectiveness of local arrangements.



- All agencies with staff who are in direct contact with children and families must be involved in any school issue affecting the pupil.
- The safety and protection of children is of paramount importance to all those involved in Education.
- Children can develop a special and close relationship with school staff, and view them as significant and trustworthy adults. It is not surprising therefore that children, if they have been abused, may confide or disclose to a teacher or other member of staff.
- School staff are also in a unique position to notice any change in demeanour or circumstances. There is the opportunity to notice injuries, marks or bruises when children are doing P.E., games or swimming which might indicate a child has been abused.
- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2018, 'What to do if You are worried a Child is being Abused' (March 2015); Prevent Duty Guidance for England & Wales and the non-statutory advice- The Prevent Duty: Departmental Advice for school and childminders (June 2015) and the use of social media for on-line radicalisation (July 2015.) The guidance reflects Keeping Children Safe in Education 2018. It also has a regard for the additional statutory guidance- Disqualification under the Childcare Act 2006.

## **Aims**

To set out procedures for ensuring that the school meets its responsibility for safeguarding pupils from abuse.

To protect staff against allegations of abuse. The school has adopted the LA Code of Conduct for school staff accused of child abuse.

To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting abuse.

To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.

## **Safe School Safe Staff**

We will ensure that:

All members of the School Community understand and fulfil their responsibilities, namely to ensure that:

- There is a Child Safeguarding Policy together with a Staff Behaviour (code of conduct) Policy;
- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training;
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make the referral to the DBS or the Teaching Regulation Agency (TRA) if a person has been dismissed or removed due to safeguarding concerns;
- A senior member of staff has Designated Safeguarding Lead responsibility;
- All staff have Safeguarding Training updated as appropriate;
- Any weaknesses in Child Safeguarding are remedied immediately;
- Child Protection Policies and procedures are reviewed annually and the Child Safeguarding Policy is available on the school website;
- The policies below are connected with Safeguarding Children at Argyle House School-

Child Protection  
 Managing Allegations of Abuse Against Staff  
 School Recruitment and Selection  
 Prevent  
 AHS Code of Conduct for Staff  
 Anti-Bullying  
 Missing Child  
 Physical Restraint  
 First Aid  
 Health & Safety

## Curriculum

Argyle House School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. This will be through planned activities or through the school council and mentoring sessions.

## Support

### i) Pupils and families

The school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way.

This school may be the only stable, secure and predictable element in the lives of children at risk.

Therefore, this school will endeavour to support pupils through:

- The curriculum to encourage self-esteem and self-motivation.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of school behaviour management policies.
- A consistent approach, which recognises and separates the cause of the behaviour from that which the pupil displays.
- Regular liaison with other professionals and agencies who support pupils and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the pupil's interests to do so.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child safeguarding situations.

## **ii) Staff**

Receiving a disclosure or observing signs of abuse can be very distressing. All staff should discuss their feelings with the Designated Safeguarding Lead or other senior member of staff.

Incidents of a child protection nature can affect staff not directly involved. Meetings should be used to support staff in this situation.

Members of staff may be asked to attend a Strategy Meeting. You will need to take any information the school may hold.

You may be required to attend a child protection case conference for which you should provide a report.

The Designated Safeguarding Lead will be available to support and advise you.

Any member of staff who is concerned about involvement in child protection issues can discuss the matter with the Designated Safeguarding Lead.

## **iii) Whistle Blowing/Reporting Allegations Against Teachers/Other Staff/Volunteers & Head Teacher**

At Argyle House School we recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns,

where they exist, about the management of child safeguarding, which may include the attitude or actions of colleagues.

It is our procedure that all allegations will be reported straight away, to the Designated Safeguarding Lead (Mr C Johnson) immediately, in person first and then followed up with the information recorded on the 'Allegation Against a Member of Staff Recording Form.

The School won't undertake in any form its own investigation until it has contacted the LADO at SLSCB and the police.

The Designated Safeguarding Lead (Mr C Johnson) will contact the LADO at SLSCB, where all the information gathered will be discussed and a plan formulated to progress forward and agree a course of action including any involvement of the police/social services. At all times the LADO will be informed of any new developments in the investigation taking place.

If the Designated Safeguarding Lead isn't available, the same procedure will be undertaken by the Deputies (Mr John Blair & Mrs Louise McIntosh).

If the Head Teacher or the Designated Safeguarding Lead is the subject of the allegation the LADO must be contacted directly and immediately, (the allegation can't be shared with the Deputy Designated Safeguarding Leads or colleagues until it has been agreed with the LADO) using the details below:

Sunderland Designated Officer-LADO: [LADO@sunderland.gcsx.gov.uk](mailto:LADO@sunderland.gcsx.gov.uk);  
Sunderland Education Safeguard Lead: [Dianne.Stockdale@togetherforchildren.org.uk](mailto:Dianne.Stockdale@togetherforchildren.org.uk); (Sunderland Designated Officer referred to in the rest of the document as Designated Officer.)

An alternative place to report and allegation to is:  
Sunderland Local Safeguarding Children's Board Contact Information (SLSCB):  
Secure e-mail: [safeguarding.children@sunderland.gcsx.gov.uk](mailto:safeguarding.children@sunderland.gcsx.gov.uk)  
Telephone Numbers: (0191) 5205560-during business hours  
(0191) 5205552-out of hours service

Any member of the School Workforce or Community can make a referral to the LADO if they feel this is necessary, before informing the Designated Safeguarding Lead.

All allegations must be reported to the Designated Officer (LADO) or SLSCB within 24 hours.

This policy follows the Government guidance in 'Keeping Children Safe in Education' 2018 and WTSC 2018.



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## Confidentiality

Staff have the professional responsibility to share relevant information about the protection of children with other professionals particularly investigating agencies. If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer the matter to the designated safeguarding lead for the child's own sake. At the same time, the child should be reassured that the matter will only be disclosed to the designated safeguarding lead, who will then decide on appropriate action. Staff who receive the information about children and families in the course of their work should have the information only within professional context. Child protection records should be kept securely locked.

Personal information about all pupils and their families is regarded by those who work in this school as confidential. All staff will aim to maintain this confidentiality. All records relating to child protection incidents will be maintained by the designated safeguarding lead and only shared as is consistent with the protection of children.

## Safe Working Practice (Please also refer to the Child Protection Policy/Staff Code of Conduct)

Staff are required to work within clear guidelines on safe working practice/ the school's code of conduct and safe school contained within the Child Protection practice and procedures:

- Staff working in a one-to-one situation with a pupil should ensure that they are positioned so as to be visible and audible to other staff where there may be a possibility of misinterpretation of their interaction with a pupil. All staff should ensure the privacy and dignity of all pupils, especially during the routines of personal care of our pupils;
- Staff should be aware of the school's Behaviour and Exclusion Policy and any Physical Restraint Policy, and any physical interventions must be in line with agreed policy and procedure;
- Staff should be aware of the professional risks associated with the use of electronic communication (e-mail, mobile phones, texting, social network sites) and should familiarise themselves with advice and professional expectations outlined in this policy and the Child Protection Policy. Also, in conjunction with the staff Code of Conduct;
- The accessing of the social network site, Facebook is prohibited to all pupils on the school ICT network. (Teachers must not add current pupils to their social networking sites and we strongly recommend that teachers do not add former pupils especially where they still have younger siblings or associates in school.) Any such contact may be called into question by the Designated Safeguarding Lead and/or Head Teacher and may need to be justified.





## Parents

- Parents play an important role in protecting their children from abuse. The school is required to consider the safety of the pupil and should a concern arise professional advice will be sought prior to contacting parents.
- The school will work with parents to support the needs of their child.
- The school aims to help parents understand that the school, like all others, has a responsibility for the welfare of all pupils and has a duty to refer cases to the Social Services/Sunderland Local Safeguarding Children's Board in the interests of the child.

## When a pupil transfers to another school

- If the pupil is on the child protection register, their Social Worker will be contacted by the Designated Safeguarding Lead and informed of the transfer.
- When the child changes schools within the authority, child protection records will be passed on to the Designated Safeguarding Lead at the receiving school.
- When the child is moving to another authority, information will be passed onto the next school's Designated Safeguarding Lead. Case conference minutes are not transferred but the date, name of chair, LA and outcome will be included on the records transferred.

## Training

- The school has a commitment to training and attendance at inter-agency child protection meetings. Time will be given to enable this commitment to be met. However, it is the responsibility of the individual to notify the appropriate senior member of staff to ensure cover.
- The Designated Safeguarding Lead will be expected to cascade learning to the wider staff group via meetings etc.
- Main training will take place at the start of each academic year and then discussed at staff meetings on a monthly basis and specific issues added to staff agendas.
- Staff receive a copy of KCSIE (Part 1 & Annex A) at the start of the academic year and Deputies receive (Part 1 & Annex A/B).
- During Staff Induction all relevant policies which are outlined in this document are gone through with the member of staff before they commence work.

## Responsibilities

### The Proprietor

(0191) 5100726 » 19 & 20 Thornhill Park, Sunderland SR2 7LA  
Email: [info@argylehouseschool.co.uk](mailto:info@argylehouseschool.co.uk) » [www.argylehouseschool.co.uk](http://www.argylehouseschool.co.uk)

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- The proprietor will appoint a Designated Safeguarding Lead and ensure that he/she is trained and receives further updating at least every two years.
- The proprietor will receive and consider annually a report from the Head on safeguarding pupils in the school.
- The proprietor will determine any changes to the school's policies and procedures as appropriate.
- The Head Teacher, Governor and Senior Management Team are responsible for reviewing and amending the policy as appropriate.

### **The Head**

- The Head is responsible for the implementation of the policy and ensuring that the outcomes are monitored. The Head will report annually to the Senior Management Team/Governor on the working of the policy.

### **The Designated Safeguarding Lead**

- The Teacher for Child Safeguarding is: Mr C. Johnson
- The deputies or the person to contact in his absence are: Mr J. Blair & Mrs L McIntosh;
- The Designated Safeguarding Lead is responsible for ensuring that all cases of suspected or actual problems associated with child safeguarding are investigated and dealt with.
- The Designated Safeguarding Lead will ensure that he is aware of the latest national and local guidance and requirements and will keep the Senior Management and staff informed as appropriate.
- The Designated Safeguarding Lead will ensure that appropriate training for staff is organised.

### **The Staff**

- All staff, including supply teachers and other visiting staff (e.g. school nurses) and those supporting school trips, will be informed of the Designated Safeguarding Lead name(s) and the school's policy for the protection of children:

√ Whole staff training or briefing meetings

- All staff need to be alert to the signs of harm and abuse. They should report any concerns immediately, or as soon as possible, that day to the Designated Safeguarding Lead or named deputy. If in any doubt they should consult with the Designated Safeguarding Lead.
- All staff will receive training annually and the Designated Safeguarding Lead every two years at Level 3. Further discussions will take place at the regular staff meetings.

### **Procedures**

#### **FOR CHILDREN AT IMMEDIATE RISK AND FOR CHILDREN IN NEED**



- Any member of the School's workforce can make a referral using the Sunderland Local Safeguarding Children's Board contact information, which can be located at the start of this policy.

### **i) Reporting to the Designated Safeguarding Lead**

Any concerns about pupils must be reported to the Designated Safeguarding Lead (or their named deputy in their absence) immediately and any notes from the disclosure.

### **ii) Immediate response to the child**

**(More information can be located in Appendix 2)**

**Staff must follow this procedure for children who are immediately at risk and the children who are in need.**

It is vital that any staff actions do not abuse the child further or prejudice further enquiries, for example:

- Listen to the pupil, if you are shocked by what is being said try not to show it.
- It is acceptable to observe bruises but not to ask a child to remove or adjust their clothing to observe them.
- If a disclosure is made the pace should be dictated by the pupil without them being pressed for detail by being asked such questions as "what did they do next?" or "where did they touch you?". The staff role is to listen not to investigate. Staff must use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"
- Accept what the pupil says. Be careful not to burden them with guilt by asking questions such as "why didn't you tell me before?"
- Do acknowledge how hard it was for them to tell you this.
- Don't criticise the perpetrator, this may be someone they love.
- **Don't promise confidentiality**, reassure the pupil that they have done the right thing, explain whom you will have to tell (the Designated Safeguarding Lead) and why. It is important that you don't make promises that you cannot keep such as "I'll stay with you all the time" or "it will be alright now".

### **Action by the Designated Safeguarding Lead**

Following any information raising a concern, the senior person will consider:

- Any urgent medical needs of the child;
- Discussing the matter with other agencies involved with the family;
- Will immediately consult with SLSCB.

And then decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

**OR:**

- Not to make a referral at this stage but to continue to monitor and log the situation.
- If it would be appropriate to undertake an assessment e.g. Common Assessment Framework (CAF) or Team Around the Child (TAC) and/or make a referral for other services.
- All information and actions taken, including the reasons for any decisions made, will be fully documented.
- All referrals to social care will be accompanied by a standard referral form.

**Recording Information**

Staff should:

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of the disclosure or concern, recording facts and not assumption and interpretation. Notes must be signed and dated. (Standard Forms are in Staffrooms/General Office.
- Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into "proper terms").
- Keep these original notes and pass them to the Designated Safeguarding Lead.

The school will follow up all referrals to Social Services/SLSCB within 24 hours in writing, on the forms used by this board.

**Case conferences and core group meetings**

- In each case the school will assign the appropriate member of staff to attend a Child Protection case Conference. Where possible the member of staff will be accompanied by the Designated Safeguarding Lead but this may not always be possible. You should prepare a report presenting this to the Case Conference chair at the start of the meeting. The chair will gather all information and assess the risks. You will be asked for your view in respect of registration.
- If a child's name is placed on the local Child Protection Register a Core Group will be agreed. All Core Group members meet regularly (at least monthly) to monitor and progress the Child Protection Plan and Core Assessment. Attendance at these meetings will be given priority.
- The Designated Safeguarding Lead will be available to advise and support you.
- Where no registration has taken place schools maybe asked to monitor, it is your responsibility to ask for clarity about information required, timescales, and reporting methods.



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## Equal Opportunities

All staff and proprietor with responsibilities under this policy must take into account the equal opportunities policies when discharging their duties.

## Monitoring and Review

This policy will be reviewed annually by the Head Teacher and Senior Management Team.

Signed: *C. Johnson*

Date: 01-09-2018

Head Teacher



## Appendix 1

### Child Protection- Staff Guidance

#### A. Procedures to be followed:

- **Members of staff who suspect abuse of a child should report their suspicions to the Designated Safeguarding Lead.** The designated teacher, will determine whether Social Services and in some instances, the Police will be notified. It is the role of the police to investigate this type of incident.
- **Information is received from primary schools, other schools, parents, the Social Services and various other sources.** The weekly Forum Meeting to be used to pass on relevant details. Where it is thought that the Social Services/LSCB are not aware of the case they will be informed.
- **Risk Register.** A confidential register will be maintained of all those pupils known to be at risk. Names will be entered on the register if it is confirmed by Social Services that the child is actually at risk.
- Where a child is known to be at risk, the named member of staff will inform the relevant pastoral staff and members of the Leadership Team.
- Staff who organise educational visits should publish the names of those pupils involved and seek information about any involvement of Social Services/SLSCB.
- The named member of staff who will, when possible, attend any reviews called by the Social Services/SLSCB.

#### Procedures in respect of Child Abuse

Abuse exists where children under the age of eighteen years have been physically or emotionally abused or severely neglected. Abuse of children who are over five years of age is likely to be noticed by the school staff and Health Workers or Education Welfare Officers. It is essential, therefore that all those whose work brings them into contact with children and their families know the signs of child abuse and are aware of the procedures that they must follow to safeguard the child.

The Education Service in general, and this school in particular, has the role of recognising and responding to potential indicators of abuse and neglect, all other action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies is therefore regarded as essential by the school.



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**In the event of an actual or suspected case of child abuse by adults, parents, teachers or any other adult.** It is the responsibility of school staff to report this to the Designated Safeguarding Lead (or Head) as soon as possible. The designated teacher is responsible for ensuring that children are identified and the appropriate agency involved. It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation.

Staff leading school visits, particularly residential ones, should provide a list of those children taking part to the Designated Safeguarding Lead to ensure that they are made aware of all essential information relating to the pupils in their care.

### Signs and Symptoms of Abuse

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

### What is a Child Protection Issue?

**The NSPCC define child abuse as- 'Child abuse' consists of anything which individuals, institutions or processes do or fail to do which directly harms children or damages their prospects of a safe and healthy development into adulthood.'**

**The term 'Child Abuse' does not enter into legislative talk. Rather, the term 'significant harm' is used to define when a child is in need of protection from ill treatment. In some cases a single act of abuse can constitute significant harm, such as a violent attack, sexual molestation, suffocation or poisoning. Therefore a child protection issue can be anything from a child coming to school in an unhygienic fashion, a child with noticeable bruising, a child looking pale and gaunt or a child with inadequate footwear.**

### Definitions

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

**Development** means physical, intellectual, emotional, social or behavioural development;

**Health** includes physical and mental health;

**Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

**Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an

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institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

**Physical Abuse** 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.

**Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, sexual exploitation or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, sexting, or encouraging children to behave in sexually inappropriate ways. Grooming could be part of this.

**Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 or banter 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, though it may occur alone.

**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. 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 and clothing, 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 caretakers);
- ensure access to appropriate medical care or treatment;
- it may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## B. Indicators of Abuse and Neglect

### Indicators of Abuse



Even those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. Most people are not experts in such recognition, but indications that a child is being abused may include one or more of the following:

- Unexplained or suspicious injuries such as bruising, cuts, burns, particularly if situated on a part of the body not normally prone to such injuries.
- An injury for which an explanation seems inconsistent.
- The child describes what appears to be an abusive act involving them.
- Another child or adult expresses concern about the welfare of a child.
- Unexplained changes in a child's behaviour, e.g. becoming very upset, quiet, withdrawn or displaying sudden outbursts of temper.
- Inappropriate sexual awareness.
- Engaging in sexually explicit behaviour.
- Distrust of adults, particularly those with whom a close relationship would normally be expected.
- Difficulty in making friends.
- Being prevented from socialising with others.
- Displaying variations in eating patterns including over-eating or loss of appetite.
- Losing weight for no apparent reason.
- Becoming increasingly dirty or unkempt.

Physical Abuse- Shaking, hitting, throwing, burning, scalding, drowning and suffocating

- Reluctance of pupil to undress for P.E
- Bruises and scratches to face
- Finger or hand marks on the body
- Bite/Pinch marks
- Cigarette burns
- Ligation marks
- Scalds
- Untreated injuries
- Delay in seeking medical help
- Lack of adequate, consistent explanations of cause of injury.

Emotional Abuse—persistent ill treatment of a child to cause adverse effects on the emotional development of a child. Conveying that they are worthless or unloved. Inadequate or not valued. Causing excessive feelings of fear and vulnerability.

- Speech disorder
- Excessive fear of new situations

- Inappropriate emotional response to situations
- Extreme anxiety about parents being contacted
- Over reaction to mistakes
- Extreme of passivity or aggression
- Self harm/suicidal thoughts or tendencies
- Drug misuse
- Depression
- Bed wetting/soiling
- Low Self esteem
- Eating disorder
- Compulsive stealing.

Sexual Abuse-There may be no physical signs. ALWAYS TAKE WHAT A PUPIL SAYS SERIOUSLY.

- There may be no physical sign
- Pregnancy
- Sexualised drawings
- Sleep disturbance
- Withdrawn or unhappy
- Affection seeking
- Sexualised behaviour
- Inappropriate or explicit sexual knowledge beyond their age
- Unexplained large sums of money or gifts.

Neglect- persistent failure to meet a child's physical or emotional needs.

- Unkempt appearance
- Poor personal hygiene
- Low self esteem
- Frequent lateness/non attendance
- Compulsive stealing
- Persistent hunger
- Constant tiredness
- Untreated medical problems.

**Staff must also be aware of:**

**Child Sexual Exploitation (CSE)** which involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can



take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitation relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. (Grooming is the process by which an offender draws a victim into a sexual relationship and maintains that relationship in secrecy. The shrouding of the relationship is an essential feature of grooming. The six stages are: targeting the victim; gaining the victim's trust, filling a need, isolating the child, sexualizing the relationship and maintaining control.) However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Female Genital Mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practise or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Types of Procedures:

Clitoridectomy-partial/total removal of the clitoris

Excision-partial/total removal of the clitoris and labia minora

Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

All other procedures that may include; pricking, piercing, incising, cauterising and scraping the genital area.

Circumstances and occurrences that may point to FGM happening:

Pupil talking about getting ready for a special ceremony;

Family taking a long trip abroad;

Knowledge that the pupil's sibling has undergone FGM;

Pupil talks about going abroad to be cut or to prepare for marriage.

Signs that may indicate a child has undergone FGM:

Prolonged absence from school and other activities;

Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued;

Bladder or menstrual problems;

Finding it difficult to sit still and looking uncomfortable;

Complaining about pain between the legs;

Mentioning something somebody did to them that they are not allowed to talk about;

Secretive behaviour, including isolating themselves from the group;

Reluctance to take part in physical activity.

FGM & CSE must also be reported to the police as a matter of urgency before consultation with the Designated Safeguarding Lead. Once this has been done, give all the relevant information to the Designated Safeguarding Lead.

**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. Staff need to be vigilant about unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including exploitation, and to help prevent the risks of going missing in future. All absence must be authorised; if there is a pattern to the absence, then the Designated Teacher must be informed and he/she must follow safeguard procedures.

**Forced Marriage-** Forcing a person into a marriage is a crime in England and Wales. 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. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities.) Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. We (School) can play an important role in safeguarding children from forced marriage.

**Honour Based Violence-** Encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practises such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

**Radicalisation-** Refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme. (See Prevent Policy)

Other issues which could raise safeguarding issues are:

- Domestic Violence
- Drugs
- Gangs & Youth Violence
- Gender based Violence
- Trafficking
- Sexting



**ARGYLE  
HOUSE  
SCHOOL**  
SUNDERLAND



Relationship Abuse  
Mental Health  
Hate  
Private Fostering

### **Use of Cameras and Mobile Phones by Staff (Including EYFS)**

Staff are not permitted to take a picture of a child on their mobile phone at anytime and disclose their phone number to a pupil in the school;

Staff may use their mobile phone within the school building to accept incoming calls only and these must only be taken when the member of staff have no children in their care at that time.

Pictures of pupils are permitted, but can only be taken with the cameras which are supplied by the school. These cameras aren't permitted to be taken off site to the Teachers home address at anytime. All pictures must be printed out at school; they may only be saved on school P.C's in the General Office which are encoded machines. All cameras will have a sign in and out record sheet, and they must be stored in the school safe overnight.

If the outing is a residential trip the Leader of the party is responsible for the camera and the pictures which are taken, these mustn't be stored on any devices, which could be used at that particular residential.

### **Use of Mobile Phones by Children**

They are allowed on the school sight, but must not be used after the start of the school day (8:45am) until they are dismissed at the end of the school day (3:30pm or 4:00pm).

### **Guidelines for Good Practise**

All staff should adhere to the following principles and actions:

- Always work in an open environment (e.g. avoiding private or unobserved situations and encouraging open communications with no secrets).
- Make the experience of the activities fun and enjoyable; promote fairness, confront and deal with bullying.
- Treat all children equally and with respect and dignity.
- Always put the welfare of the child first.
- Maintain a safe and appropriate distance from the children.
- Avoid unnecessary physical contact with children. Where any form of manual/physical support is required it should be provided openly and with the consent of the child. Physical contact can be appropriate so long as it is neither intrusive nor disturbing and the child's consent has been given.
- Request written parental consent if going out of the educational establishment.
- Gain written consent for any significant travel arrangements e.g. overnight stays.

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- Ensure that if mixed teams are taken away, they are always accompanied by a male and female member of staff.
- Ensure that at away activities an unaccompanied adult does not enter a child's room or invite a child to their room.
- Always give enthusiastic and constructive feedback rather than negative criticism.
- Recognise the developmental needs and capacity of the child and do not risk sacrificing welfare.
- Secure written parental consent for the School to act in *loco parentis*, and for the administration of emergency first aid or other medical treatment if the need arises.
- Keep a written record of any injury that occurs, along with details of any treatment given.

### Physical Contact in Sport

Many sports, by their nature, require a degree of physical contact between adults and children. Physical contact can be used appropriately to instruct, encourage, protect or comfort. The aims of guidelines relating to physical contact are to provide adults and children with appropriate types and contexts for touching.

Physical contact between adults and children should only be used by appropriately qualified people when the aim is to:

- Develop sports skills or techniques;
- Treat an injury;
- Prevent an injury;
- Meet the requirements of the particular sport;
- Not involve touching genital areas, buttocks or breasts.
- Meet the need of the child and not the need of the adult.
- Be fully explained to the child and, with the exception of an emergency permission should be sought.
- Not take place in secret or out of sight of others.

### Guidelines for Transporting Children

It is important to ensure that all steps are taken to ensure the safe transport of children:

If the children are to be transported by coach the following should be considered:

- Use a reputable company providing transport and necessary insurance.
- Ensure sufficient supervisors are on each coach.
- All participants have a seat and seat belt regulations are adhered to.
- Parents/carers are issued with detailed information of pick-up and drop-off points and times.
- All staff are issued with relevant information.



- Participants are not to be left unsupervised, i.e. dropped off when a parent/carer is not there.

### **Recruitment & Selection: (Summary-Please refer to main Policy)**

#### **It is the aim of Argyle House School:**

- To make sure that the suitability of potential employee's, volunteers, students and any other person working within the setting is checked thoroughly before employment/placement.
- This suitability will be checked in many ways and is detailed through this policy.

#### **Procedure**

- Argyle House School has sent a representative on the recognised Government course of Safer Recruitment Training and has implemented these guidelines which are set down.
- Adverts will be placed in the local press or on the various recruitment websites using the current pro-forma at the end of this policy.
- They will ask the potential employee for a covering letter, application form and an up to date C.V and advertise that this School has adopted the Safer Recruitment guidelines.
- These will then be shortlisted by the Head Teacher/Recruitment Officer on their match for the particular job on offer.
- The shortlisted candidates will be asked for a preliminary interview and asked questions which can be seen at the end of this document.
- The shortlisted candidates will be taken down again, and references will be requested using the pro-formas at the end of this document.
- They will then be asked in for a second interview, where they will be asked to bring some sort of identification and the relevant certificates to show their qualifications, and at this interview their two references will be discussed.
- It will be outlined at the second interview that, if the job is given to a particular candidate that it is on the condition of a clean enhanced disclosure.
- The chosen candidate will be asked to bring in all the relevant documentation for the School to complete an enhanced disclosure.
- Only after all of these checks have been carried out and have returned without any convictions, can the candidate be given the job.
- At this point contracts will be discussed and signed.
- After all the checks have been made the successful candidate will undergo a basic induction with the Head Teacher on the policies and procedures of the School. The School will outline to the new employee that they will be assigned a mentor who will help them through any day to day problems that they have. The Senior Management Team will undergo appraisals of new employee on a regular basis.
- It is the aim that all new/old staff will be supported through regular relevant training to enable them to protect and safeguard children's welfare.



## Appendix 2

### Responding to Concerns/Allegations

We may become aware of possible abuse in various ways. We may see it happening; we may suspect it happening because of signs such as those listed in appendix 1; or it may be reported to us by someone else or directly by the young person affected.

In the last of these cases, it is particularly important to respond appropriately. If a young person says or indicates that they are being abused:

- Stay Calm so not to frighten the young person.
- Reassure the child that they are not to blame and that it was right to tell.
- Listen to the child, showing that they are being taken seriously.
- Keep questions to a minimum so that there is a clear and accurate understanding of what has been said. The law is very strict and child abuse cases have been dismissed where it is felt that the child has been led or words and ideas have been suggested during questioning. Only ask questions to clarify.
- Inform the child that other people have to be informed about what they have told you. Tell the child this is to help stop the abuse continuing.
- Safety of the child should be maintained as paramount. If the child needs urgent medical attention call an ambulance, inform the doctors of the concern and ensure they are made aware that this is a child protection issue.
- Record all information.
- Report the incident to the Designated Safeguarding Lead.

### Recording Information

To ensure that information is helpful as possible, a detailed record should always be made at the time of the disclosure/concern. In recording you should confine yourself to the facts and distinguish what is your personal knowledge and what others have told you. Do not include your own opinions. (Referral forms can be located in the Staffrooms and General Office)

Information should include the following:

- The child's name, age and date of birth
- The child's home address and telephone number.
- Whether or not the person making the report is expressing their concern or someone else's.
- The nature of the allegation, including dates, times and any other relevant information.
- A description of any visible bruising or injury, e.g. location, size, etc. Also any indirect signs, such as behavioural changes.

- Details of witnesses to the incidents.
- The child's account, if it can be given, of what has happened and how any bruising/injuries occurred.
- Have the parents been contacted.
- Has anyone else been consulted.
- Has anyone been alleged to be the abuser? Record details.

### **Reporting the Concern**

All suspicions and allegations must be reported appropriately. It is recognised that strong emotions can be aroused, particularly in cases where sexual abuse is suspected or where there is misplaced loyalty to a colleague. It is important to understand these feelings, but not allow them to interfere with your judgement about any actions to take.

Argyle House School expects its employees to discuss any concerns they may have about the welfare of a child immediately with the person who is the Designated Safeguarding Lead, who will check that appropriate actions have been taken.

If the nominated Designated Safeguarding Lead isn't available, then a Deputy Designated Safeguarding Lead must be informed, who will take responsibility and will contact the Local Safeguarding Children's Board or the Police. Any member of the School's Workforce is able to make a referral at any time during this process, using the contact details at the start of this policy.

Any suspicion that a child has been abused by an employee or a volunteer should be reported to the Designated Safeguarding Lead who will report this immediately to the LADO at SLSCB, and will take appropriate steps to ensure the safety of the child in question and any other child who may be at risk. This will include the following:

- Argyle House School will refer the matter to the Sunderland Local Safeguarding Children's Board.
- The Head Teacher in consultation with the Designated Officer (LADO) from SLSCB will decide if any immediate disciplinary proceedings need to take effect:
- If the Designated Safeguarding Lead is the subject of the suspicion/allegation the report must be made directly to the Designated Officer (LADO) from the SLSCB who will manage the case immediately; (More information can be found in the Managing Allegations of Abuse against Teachers/Other Staff/Volunteers & Head Teacher.)

Allegations of abuse are sometimes made some time after the event. Where such an allegation is made, the same procedures should be followed and have the matter referred to

the Designated Safeguarding Lead who will investigate the situation and refer the incident to the SLSCB. The same process/procedure must be taken for children who aren't at immediate risk as well.

### **Outside Concerns**

Any person having concerns outside the immediate educational activities (e.g. a parent or carer) should:

- Report the concerns to the Designated Safeguarding Lead;
- If the Designated Safeguarding Lead is not available, the person being told or discovering the abuse should report the incident to a Deputy or the Senior Management Team;
- The Designated Safeguarding Lead and Designated Officer from SLSCB will decide how to inform the parents/carers

### **Confidentiality**

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only, which may include the following people:

- The Designated Safeguarding Lead.
- The parents of the child.
- The person making the allegation.
- SLSCB/police.

All information should be stored in a secure place with limited access to designated people, in line with data protection laws.