



**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

**(Including EYFS)**

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

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

**All Departments Child Protection Policy**

**The Senior Management**

Everyone who participates in the activities of Argyle House School is entitled to do so in an enjoyable and safe environment. Argyle House School has a moral and legal obligation to ensure that, when given the responsibility for children, coaches and volunteers provide them with the highest possible standard of care.

Argyle House School is committed to devising and implementing policies so that everyone accepts their responsibilities to safeguard children from harm and abuse. This means following procedures to protect them and reporting any concerns about their welfare to appropriate authorities.

**Aims of the Policy**

The aim of the policy is to promote good practice, providing children with appropriate safety/protection whilst involved in the activities of Argyle House School, and to allow staff and volunteers to make informed and confident responses to specific child protection issues.

**Policy Statement**

Argyle House School fully accepts its legal and moral obligations to provide a duty of care to protect all children. Argyle House School is committed to ensuring that:

- The welfare of the child is paramount;
- All children, whatever their age, culture, ability, gender, language, racial origin, religious belief and/or sexual identity are able to participate in all activities in a fun and safe environment;
- All reasonable steps are taken to protect children from harm, discrimination and degrading treatment and to respect their rights, wishes and feelings;
- All suspicions and allegations of poor practice or abuse are taken seriously and responded to swiftly and appropriately;
- All Argyle House School employees who work with children are recruited with regard to their suitability for that responsibility, and are provided with guidance and/or training in good practice and child protection procedures;
- Working in partnership with parents and children is essential for the protection of children.



### **Promoting Good Practice**

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.
- 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.

### **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 (Mr C Johnson).

### **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. (Recording sheets can be located in the Main Office & Staffrooms)

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.



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- 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 or Deputies in his absence, who will check that appropriate actions have been taken.

If the Designated Safeguarding Lead isn't available, then another member of the senior management or deputies must be informed, who will take responsibility and may seek advice from the school's contact at the Local Safeguarding Children's Board or the Police.

Any suspicion that a child has been abused by an employee or a volunteer should be reported to the Head Teacher or Designated Safeguarding Lead who will immediately consult with the Designated Officer from Sunderland Safeguarding Children's Board (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/Designated Safeguarding Lead in consultation with the Designated Officer from SLSCB will decide if any immediate disciplinary proceedings need to take affect:
- 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. Contact details are at the start of this policy.

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 contact the LADO firstly and with the advice of the LADO investigate the situation and refer the incident back to the SLSCB/Police/Social Services.

### **Outside Concerns**

(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)

MEMBERS OF INDEPENDENT SCHOOLS ASSOCIATION  
REGISTERED IN ENGLAND NO. 06357016





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 a member of the Senior Management Team. If they want to, they can make the referral themselves, using the contact information at the front of this policy.
- 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.

### **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/carers is not there.

### **Role of the Designated Safeguarding Lead**

The role of the designated person is to:

- Establish contact with the local Designated Officer from SLSCB or a senior member of social services staff responsible for child protection in the school's catchment area;
- Provide information and advice on child protection within the organisation.





- Ensure that the School's child protection policy and procedures are followed and particularly to inform social services/health board of relevant concerns about individual children.
- Ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing, under confidential cover.
- Liaise with social services.
- Keep relevant people within School informed about any action taken and any further action required.
- Ensure that an individual case record is maintained of the action taken by the School, and liaison with other agencies and the outcome.

### **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 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 sight to the Teachers home address at anytime. All pictures must be printed out at school; they may only be saved on the 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, 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 site, but must not be used after the start of the school day (8:45) until they are dismissed at the end of the school day (3:30 & 4:00pm).
- If the child is caught using the phone it will be removed from their person and only given back to them when one of their parents/guardians has collected it from the school office.

## **Appendix 1**

### **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. It has six stages; 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

If staff become aware of either Child Sexual Exploitation or Female Genital Mutilation it must be reported to the Police and then to the Designated Officer at Sunderland Local Safeguarding Children's Board.

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

**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
- Relationship Abuse
- Mental Health
- Hate
- Private Fostering

### **Bullying (See Policy For More Guidance)**

Bullying is not easy to define, can take many forms and is usually repeated over a period of time. The three main types of bullying are: physical (e.g. hitting, kicking), verbal (e.g. racist remarks, threats, name calling) and emotional (e.g. isolating an individual from activities, sexting.)