

Paragon Christian Academy



Child Protection Policy

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Dr Albert Chambers (Pastor)
Mrs. Dawn Chambers (Designated Safeguarding Officer)

Head Teacher:
Mrs. Sharon Curry (Deputy Safeguarding Officer)

Why has this document been written?

Everyone in education shares an objective to help keep children and young people safe by contributing to:

- * Providing a safe environment for children and young people to learn in education settings:
- * Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

Paragon Christian Academy are conscious that many children are physically & sexually abused. PCA ensures all staff members receive regular and appropriate child protection training to help them be aware of the signs of child protection issues (i.e. neglect, abuse, etc).

Paragon Christian Academy has a Recruitment Policy in place to prevent unsuitable people working with children and young people.

The Staff at PCA are conscious daily contact with the students puts them in a good position to detect any problems that should arise and follow the necessary procedures; this will be in line with the schools Christian principles. We are aware that abuse can affect the students overall development; socially, emotionally, behaviourally and educationally. Under the leadership of Dr Albert Chambers the staff of PCA are to be observant, sensitive and careful where the students are concerned.

The Staff at PCA are aware that safeguarding children is everyone's responsibility.

Action

If staff have concerns about a child, they should raise these with the school's Designated Safeguarding Officer (Mrs. Dawn Chambers). This should be evidenced in written form. The Safeguarding Officer will then decide which course of action to take next, for example, if the concerns should be referred to children's social care, etc.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care whenever necessary.

The Safeguarding Lead should be contacted via telephone on 020 8514 1820 or spoken to while on school premises. All communications should be promptly made and then written down as evidence. Any forms or records should be placed in the Child Protection Folder in the red filing cabinet in the main office.

Principles of the Policy

Although we hope not to have to deal with physical or sexual abuse in any of the pupils attending Paragon Christian Academy, we are not unaware that child abuse is universal and it happens in every strata of society to both boys and girls.

Because the staff of PCA genuinely care for each child a climate of genuine commitment is recognised where the students realise they will be listened to, whatever the problem is (i.e. bullying, racial remarks etc)

Any such discussions with a child will be treated in confidence, as abuse is distressing to all concerned (as well as those dealing with it) and we know it is important that child (and staff) feel that any such issue will be treated in confidence.

For the Designated Safeguarding Officer & Pastor

To co-ordinate with all relevant parties and if absolutely necessary

i.e. The Governing body

Local Safeguarding Authorities

Police

Other relevant agencies

Should the staff notice any drastic change in the student's behaviour, they will report it to the Head Teacher or Designated Safeguarding Lead. Staff can also report directly to the Local Authority if they feel their previous concerns were not dealt with properly. Staff will be aware of the schools procedures and will keep all records confidential. Staff should follow the Local Authority's guidelines for Escalating concerns.

If a student discloses abuse:

We will:

- * Listen carefully to what he/she has to say
- * Thank the child for confiding
- * Tell him/her that it was good to mention the problem and not to feel guilty for speaking
- * Ask if there is anything else he/she wants to say
- * Explain how we will be dealing with the problem
- * Make notes of the conversation, either at the time or immediately after, and have a witness.

We will not:

- * Ask leading questions
- * Make assumptions in any way
- * Think this can be handled alone

There are times when children have difficulty communicating, it could be because they are too young to verbalise, have difficulty with the languages, or have a disability. Some children find it hard to relate to adults (through various reasons), or they have been told not to confide in anyone outside of the family or they just don't think anyone will believe them.

Monitoring Young Children

It is always good to observe children in structured and unstructured settings. Because we see the children every day, for a number of hours, we are in an excellent position to see them at play and observe their behaviour.

We should, therefore, be alert to anything that would indicate abuse.

Parameter for Monitoring

1. Attendance: arrivals & departures.

Patterns of absences, whether they occur more frequently when cared for by one person rather than another.

2. Differences in mood when brought to school by one adult rather than another.

3. Which parent comes to school. How does the child respond to letters home.

4. Variations in behaviour during the school day or week. Overt signs of distress, changes in eating patterns or in behaviour in general.

5. Any aspects of play, which may seem out of the ordinary. Writing & drawing can also be an indicator.

6. Children who are bullied may often complain of headaches, tummy aches etc. which may or may not be psychosomatic. This may be a way of asking for help or extra attention for an unhappy child.

Teachers should not shoulder their concerns alone, or monitor for too long.

The Role of the Curriculum

We will work to ensure that our pupils will be skilled and equipped to be resilient and resist involvement in extreme or radical activities. Therefore we recognise the need to build resilience in our pupils to make them less vulnerable.

We will therefore provide a broad and balanced curriculum within which we aim to support pupils, Spiritual, Moral, Social and Cultural development (SMSC). SMSC development is promoted through all our subjects, including the ethos of our school where development of positive attitudes and values is central to everything we do.

Values underpinning public life in the UK have been summarised as democracy, the rule of law, individual liberty, mutual respect, and the tolerance of those with different faiths and beliefs. It is important that our pupils understand this through different approaches using a balanced and broad curriculum. This supports our pupils to be responsible citizens and prepares for an adult life living and working in Britain which is diverse and changing.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.

We will achieve this by using a curriculum that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring.

Significant Harm

Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. Decisions about significant harm should be informed by a careful assessment of the child's circumstances and discussion between statutory agencies and with the child and family.

Types of abuse and neglect

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. They may be abused by an adult or adults or 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.

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child missing from education
- child sexual exploitation (CSE) – see also below
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- peer on peer abuse
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

Further information:

Child Missing From Education:

A child going missing from education is a potential indicator for abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to prevent the risks of their going missing in the future.

The school has a Child Missing from Education policy, written in accordance with the Children Missing Education Statutory Guidance for Local Authorities - September 2016, which we will abide by concerning this area.

The school has in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions.

Child Sexual Exploitation (CSE):

Child Sexual Exploitation (CSE) 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.

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money 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 exploitative 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. 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.

The school holds the following document on file if ever the need arises for such information: "*Child Sexual Exploitation Definition and Guide Feb 2017*".

Female Genital Mutilation (FGM):

Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

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 practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators that FGM may be about to take place soon:

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

It is believed that **FGM happens to British girls in the UK as well as overseas** (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

There can also be clearer signs when FGM is imminent:

It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.

A professional may hear reference to FGM in conversation, for example a girl may tell other children about it (See Appendix B for commonly used terms in different languages).

- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent (see Section 2.5 for the nationalities that traditionally practise FGM).
- Parents seeking to withdraw their children from learning about FGM.

Indicators that FGM has already taken place:

- Difficulty walking, sitting or standing and may even look uncomfortable
- Spending longer than normal in the toilet due to difficulties urinating
- Long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl may be particularly reluctant to undergo normal medical examinations.
- A girl may confide in a professional.
- A girl may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

- Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police. Unless the teacher has a good reason not to report, they should still consider and discuss any such case with the school's designated safeguarding leadership and involve children's social care as appropriate.

(Keeping children safe in education, Statutory guidance for schools and colleges – September 2016)

Further guidance is available in 'Safeguarding Children from Female Genital Mutilation

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Guidelines for schools are contained in Chapter 9 of 'Female Genital Mutilation, Multi agency Practice Guidelines' <http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>

While no individual example is indicative of emotional abuse, a cluster of these examples may suggest that further investigation or monitoring is required.

Looked After Children

The designated safeguarding lead should have the details of any looked after child's social worker and the name of the virtual head. The designated safeguarding lead should also work closely with the designated teacher. The designated teacher will ensure that the educational achievement of children who are looked after is promoted.

Children with Special Educational Needs/Disabilities

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Preventing Radicalisation

PCA recognises that protecting children from the risk of radicalisation should be seen as part of our wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

From 1 July 2015 all schools are subject to a duty under section 28 of the Counter-Terrorism and Security Act 2015 to have “due regard” to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. Paragon Christian Academy has regard to the Prevent Guidance, with specific regard to paragraphs 57 -76 which is concerned specifically with schools.

The Government definition of extremism is:

‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

Schools and EYFS providers have a critical part to play. In England, the Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare. To protect children in our care, we must be alert to any safeguarding and child protection issues in the child’s life at home or elsewhere. *(Remove EYFS info if you do not provide this)*

As a school and EYFS provider, we are expected to demonstrate activity in the following areas:

- Assessing the risk of children being drawn into terrorism.
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet

The school holds a separate Preventing Extremism and Radicalisation Policy with regard to this.

The full Government Prevent Strategy can be viewed at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

The full Government Prevent Duty (2015) can be viewed at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

PCA is committed to building pupils resilience to radicalisation. Tolerance and respect for all others is weaved through our curriculum. We also promote the spiritual, moral, social and cultural development of our children by having a regular focus on building positive character traits such as resilience, tolerance, self esteem and confidence in our assemblies and other classroom activities. and by providing a safe environment for discussing controversial issues.

Peer-on-Peer Abuse

Peer-on-peer abuse:

- features physical, emotional, sexual and financial abuse of young people by their peers,
- can impact any young person, although the characteristics/experiences of some can be exploited by their peers, or missed by services, making them more vulnerable to abuse than others
- is influenced by the nature of the environments in which young people spend their time - home, school, peer group and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc., can all be used to exert power over a peer.
- can affect any child/young person, sometimes vulnerable children are targeted. For example:
 - Those living with domestic abuse or intra-familial abuse in their histories
 - Young people in care
 - Those who have experienced bereavement through the loss of a parent, sibling or friend
 - Black and minority ethnic children are under identified as victims but are over identified as perpetrators
 - Those with SEND
- hinges upon young people's experiences of power, and ultimately the notion of consent
- concepts of abuse are built upon notions of 'power' and therefore 'consent', not to be confused with the age of consent to sexual activity:
 - young people over the age of consent (16 and 17 year olds) can be abused by their peers
 - Many young people who abuse their peers are themselves below the age of consent
- abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up"
- both girls and boys experience peer on peer abuse however they are likely to experience it differently i.e. girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing type (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group) violence
- involves someone who abuses a 'vulnerability' or power imbalance to harm another, and have the opportunity or be in an environment where this is possible.
- While perpetrators of peer on peer abuse pose a risk to others they are often victims of abuse themselves.

Above information is based on information in [Practitioner Briefing: What is peer on peer abuse?](#) [MsUnderstood Partnership \(2015\)](#)

Honour-Based Violence

So-called Honour Based Violence (HBV) is a term used to describe violence committed within the context of the extended family which are motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim. Most victims of HBV are women or girls, although men may also be at risk.

Women and girls may lose honour through expressions of autonomy, particularly if this autonomy occurs within the area of sexuality. Men may be targeted either by the family of a woman who they are believed to have 'dishonoured', in which case both parties may be at risk, or by their own family if they are believed to be homosexual.

Some common triggers for HBV include:

- Refusing an arranged marriage
- Having a relationship outside the approved group
- Loss of virginity
- Pregnancy
- Spending time without the supervision of a family member
- Reporting domestic violence

'Honour-based violence' is intended to 'protect or defend family honour' by preventing and punishing a person's violations of family or community 'norms'. A child who is at risk of honour based violence is at significant risk of physical harm (including being murdered) and/or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member.

According to the Metropolitan Police Service, an honour-based crime might be committed against someone who:

- becomes involved with a boyfriend or girlfriend from a different culture or religion;
- wants to get out of an arranged marriage;
- wants to get out of a forced marriage;
- Wears clothes or takes part in activities that might not be considered traditional within a particular culture.

The perceived immoral behaviour which could precipitate a murder includes:

- Inappropriate make-up or dress;
- The existence of a boyfriend;
- Kissing or intimacy in a public place;
- Pregnancy outside of marriage;
- Being a victim of rape;
- Inter-faith relationships.

Children sometimes truant from school to obtain relief from being policed at home by relatives. They can feel isolated from their family and social networks and become depressed, which can on some occasions lead to self-harm or suicide.

Families may feel shame long after the incident that brought about dishonour occurred, and therefore the risk of harm to a child can persist. This means that the young person's new boy/girlfriend, baby (if pregnancy caused the family to feel 'shame'), associates or siblings may be at risk of harm.

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism¹¹. 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.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Organised Abuse

Organised abuse is sexual abuse where there is more than a single abuser and the adults concerned appear to act in concert to abuse children and/or where an adult uses an institutional framework or position of authority to recruit children for sexual abuse.

Actions the school will take

The school deals with a wide continuum of children's behaviour on a day to day basis and most cases will be dealt with via school based processes. These are outlined in the following policies:

- Behaviour & Anti-Bullying Policy
- E-Safety Policy
- Attendance Policy
- Relationships and sex education policy

The school will also act to minimise the risk of peer on peer abuse by ensuring the establishment provides a safe environment, promotes positive standards of behaviour, has effective systems in place where children can raise concerns and provides safeguarding through the curriculum via PSHE and other curriculum opportunities. This may include targeted work with children identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others.

Action on serious concerns

The school recognises that children may abuse their peers physically, sexually and emotionally; this will not be tolerated or passed off as 'banter' or 'part of growing up'. The school will take this as seriously as abuse perpetrated by an adult, and address it through the same processes as any safeguarding issue. We also recognise that children who abuse others are also likely to have considerable welfare and safeguarding issues themselves.

Peer to peer abuse may be a one off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive however in some circumstances it may be less clear. In all cases the member of staff should discuss the concerns and seek advice from the Designated Safeguarding Lead (DSL).

When an allegation is made by a student against another student, members of staff should consider if the issues raised indicate that the child and /or alleged perpetrator may have emerging needs, complex/serious needs or child protection concerns.

Any suspicion or allegations that a child has been sexually abused or is likely to sexually abuse another child (or adult) should be referred immediately to to the Local Authority Designated Officer (LADO) or the Police.

All allegations should be discussed with the Local Authority Designated Officer (LADO) on **the day** the allegation is made known to the school and advice sought from the LADO.

Particular considerations for cases where peer on peer abuse is a factor include:

- What is the nature, extent and context of the behaviour including verbal, physical, sexting and/or online abuse? Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the duration and frequency? Were other children and /or adults involved?
- What is the child's age, development, capacity to understand and make decisions (including anything that might have had an impact on this i.e. coercion), and family and social circumstances?
- What are the relative chronological and developmental age of the two children and are there any differentials in power or authority?
- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- Are there any risks to the child themselves and others i.e. other children in school, in the child's household, extended family, peer group or wider social network?

The school will use resources on such issues to address these matters in PSHE.

Resources on peer-on-peer pressure can be found at:

<http://www.msunderstood.org.uk/assets/templates/msunderstood/style/documents/MSUPB01.pdf>

Risk Assessment

PCA recognises that there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may need support or protection. Teachers and other staff need to be aware of the risks posed by the online activity of extremist and

terrorist groups. Children are taught to understand and manage risk through our personal, social, health and education (PSHE) lessons and through all aspects of school life. Children are encouraged to think about risks they may encounter and negotiate how those risks might be overcome. Discussions about risk help promote sensible behaviour rather than panic or fear. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures. The school continually promotes an ethos of respect for children, and they are encouraged to speak to a member of staff in confidence about any worries they may have.

IT

PCA recognises the important role of equipping children and young people to stay safe online, both in school and outside. Internet safety is integral to our ICT curriculum. Children are taught about and regularly reminded of e safety procedures. PCA also runs a parent workshop about keeping children safe online. We have relevant software filters in place and children are taught how to keep themselves safe from radicalisation while online. Further details for keeping children safe online can be found in our IT policies.

Staff training

All staff are expected to complete the online general awareness training module on Channel, a programme focusing on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The training is available at:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

<https://www.elearning.prevent.homeoffice.gov.uk>

Working in Partnership

PCA is committed to working in partnership with parents and realises that effective engagement with parents and family is essential, as they are in a key position to spot signs of radicalisation. The school recognises that The Prevent Duty builds on existing local partnership arrangements and that any safe guarding arrangements should take into account the threshold guidance of the Local Safeguarding and Children's Board (LSCB).

Recognising and Responding to Abuse

The following signs may or may not be indications that abuse has taken place, but the possibility should be considered.

Physical Signs of Abuse

- Any injuries not consistent with the explanation given for them.
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.

- Injuries which have not received medical attention
- Neglect – under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care, etc.
- Reluctance to change for, or participate in games or swimming
- Repeated urinary infections or unexplained tummy pains
- Bruises, bites, burns, fractures etc. which do not have an accidental explanation
- Cuts/ scratches/ substance abuse

Indicators of Possible Sexual Abuse

- Any allegations made by a child concerning sexual abuse
- Any allegations made by a child concerning female genital mutation
- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play
- Sexual activity through words, play or drawing
- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders – anorexia, bulimia

Emotional Signs of Abuse

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. Also depression/ aggression, extreme anxiety
- Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/ or adults
- Attention-seeking behaviour
- Persistent tiredness
- Running away/ stealing/ lying

What to Do if You Suspect That Abuse May Have Occurred

1. You must report concerns as soon as possible to Dawn Chambers, the Designated Safeguarding Officer (DSL), who is nominated by the Governors to act on their behalf in referring allegations or suspicions of neglect or abuse to the statutory authorities. She may also be required by conditions of the School Insurance Policy to immediately inform the Insurance Company. In the absence of the DSL, the matter should be brought to the attention of Sharon Curry (hereafter the “Deputy Co-ordinator”). In all instances telephone 020 8514 1820 (Dawn Chambers): 020 8985 1119 (Sharon Curry). If the suspicions in any way involve the DSL or Deputy DSL, then the report should be made to the Safeguarding Governor who should contact the Local Authority Designated Officer (LADO).
2. Suspicions will not be discussed with anyone other than those nominated above
3. It is, of course, the right of any individual as a citizen to make direct referrals to the child protection agencies or seek advice from a reputable safeguarding agency, although we hope that

members of the school will use this procedure. If, however, you feel that the DSL or Deputy DSL have not responded appropriately to your concerns, then it is open to you to contact the relevant organisation direct. We hope that by making this statement that we demonstrate the commitment of the school to effective child protection.

Allegations of Physical Injury or Neglect

If a child has a physical injury or symptom of neglect, the DSL will:

1. Contact the Local Authority Designated Officer (LADO) for advice in cases of deliberate injury or where concerned about the child's safety. The school in these circumstances should not inform the parents.
2. Where emergency medical attention is necessary it will be sought immediately. The DSL will inform the doctor of any suspicions of abuse.
3. In other circumstances speak with the parent/ carer and suggest that medical help/ attention be sought for the child. The doctor (or health visitor) will then initiate further action, if necessary.
4. If appropriate, the parent/ carer will be encouraged to seek help from the local Safeguarding Board.
5. Where the parent/ carer is unwilling to seek help, if appropriate, the DSL will offer to go with them. If they still fail to act, the DSL should, in cases of real concern, contact the local Safeguarding Board for advice.

Allegations of Sexual Abuse

In the event of allegations or suspicions of sexual abuse, the DSL will:

1. Contact the Police Child Protection Team directly. The DSL will NOT speak to the parent (or anyone else).
2. If, for any reason, the DSL is unsure whether or not to follow the above, then advice from the Local Authority Designated Officer (LADO) will be sought and followed.
3. Under no circumstances will the DSL attempt to carry out any investigation into the allegation or suspicions of sexual abuse. The role of the DSL is to collect and clarify the precise details of the allegation or suspicion and to provide this information to the LADO, whose task it is to investigate the matter under Section 47 of the Children Act 1989.
4. Whilst allegations or suspicions of sexual abuse will normally be reported to the DSL, the absence of the DSL or Deputy DSL should not delay referral to the LADO.
5. Exceptionally, should there be any disagreement between the person in receipt of the allegation or suspicion and the DSL or Deputy DSL as to the appropriateness of a referral to the LADO, that person retains a responsibility as a member of the public to report serious matters to the LADO, and should do so without hesitation
6. The Governors will support the DSL or Deputy DSL in their role, and accept that any information they may have in their possession will be shared in a strictly limited way on a need to know basis.

How to Respond to a Child Wanting to Talk About Abuse

It is not easy to give precise guidance, but the following may help:

General Points

- Show acceptance of what the child says (however unlikely the story may sound)
- Keep calm
- Look at the child directly
- Be honest
- Tell the child you will need to let someone else know – don't promise confidentiality
- Even when a child has broken a rule, they are not to blame for the abuse
- Be aware that the child may have been threatened or bribed not to tell
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen

Helpful things you may say or show

- "I believe you"
- Show acceptance of what the child says
- "Thank you for telling me"
- "It's not your fault"
- "I will help you"

Do not say

- "Why didn't you tell anyone before"
- "I can't believe it!"
- "Are you sure this is true?"
- "Why? How? When? Who? Where?"
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else"

Concluding

- Again reassure the child what you are going to do next and that you will let them know what happens (you might have to consider referring to the Children, Schools and Families department or the Police to prevent a child or young person returning home if you consider them to be seriously at risk of further abuse)
- Contact the person in the school responsible for coordinating child protection concerns or contact the Children, Schools and Families department / Police/ NSPCC
- Consider your own feelings and seek pastoral support if needed

What to Do Once a Child Has Talked to You About Abuse

The Procedure

- Make notes as soon as possible (preferably within one hour of the child talking to you), writing down exactly what the child said and when she/he said it, what you said in reply and what was happening immediately beforehand (e.g. a description of the activity). Record dates and times of these events and when you made the record. Keep all hand written notes, even if subsequently typed. Such records should be kept safely for an indefinite period.
- Report your discussion as soon as possible to the DSL. If the latter is implicated report to the Deputy DSL. If all are implicated, report to the Safeguarding Governor, who should contact the Local Authority Designated Officer (LADO).
- You should not discuss your suspicions or allegations with anyone other than those nominated in the above point.
- Once a child has talked about abuse the DSL should consider whether or not it is safe for a child to return home to a potentially abusive situation. On rare occasions, it might be necessary to take immediate action to contact the LADO and/ or Police to discuss putting into effect safety measures for the child so that they do not return home.

Working With Offenders

The Governors in their commitment to the protection of all children will meet with the individual and discuss boundaries that the person will be expected to keep.

Offenders will be expected to sign a contract stipulating boundaries and will involve the person's family and partner who will need to be informed.

Helping Victims Of Abuse

As a Christian school, we are committed to supporting victims of abuse, and encouraging them in their faith.

The school will ensure the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. Staff members should not promise confidentiality to the child and always act in the interests of the child.

Arrangements For Supervision of Group/Children's Activities

Practical Issues

A register of children or young people attending the activity should be kept, and a register of helpers.

- A log of each activity, recording any unusual events with each teacher/assistant recording what they witnessed should be kept.
- Incidents such as fights and what action the teacher/assistant took should be recorded in the logbook.
- Accidents and injuries should be recorded in a separate accident book and parents and older children should be asked to sign this.
- No person under 16 years of age should be left in charge of any children of any age. Nor should children or young people attending school be left alone at any time.

Boundaries

- All staff members should treat all children/young people with dignity and respect in attitude, language used and actions.
- Respect the privacy of children, avoid questionable activity.
- If you invite a child to your home, ensure this is with the knowledge of the Principal and that a parent is aware.
- Ensure that all transport arrangements have parental approval and are with the knowledge of the leadership.
- Only staff members assigned to a group should be allowed into rooms. Other adults should not have free access. Ensure you note anybody else who is there for a specific reason in the logbook.

Off-Site Visits

Appropriate risk assessments must be in place prior to any off-site visit taking place.

Any overnight visit will explicitly set out sleeping arrangements; the role and responsibility of each adult, whether employed or volunteers; on/off duty arrangements; clear expectations about boundaries and interactions with children/young people; and expectations around smoking/drinking by adult.

Safeguarding concerns or allegations will be responded to following the school safe-guarding procedures. The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Head teacher/Principal,* who will pass to the *Local Authority Designated Officer (LADO)* if appropriate. In an emergency, the staff member in charge will contact the police and/or social care.

Reporting

If a member of staff has a concern about a particular pupil they should follow normal safeguarding procedures, discussing with the designated safeguarding lead and where necessary with children's social care. The Department of Education has a dedicated telephone line (020 7340 7264) and email: counter.extremism@education.gsi.gov.uk available for staff and governors to raise concerns directly about extremism. These contact details are not for emergency situations, normal emergency procedures should be followed if a child is at immediate risk of harm.

Child Protection Concern Form

Child Details

Name & Address

D.O.B.

Date:

Time:

Place:

People Present:

Concern Raised:

Students Story (use the exact words the child uses)

Policy On Suspicions or Allegations of Child Abuse Involving School Staff

Staff must be aware that they may be vulnerable to accusations of abuse and must, therefore, be sensitive to a child's reaction to physical contact and react appropriately. During their daily contact with the children, all staff must be aware of the following:

- It is the policy of Paragon Christian Academy not to kiss the pupils.
- Staff should not touch a child in such a way or on parts of the body that might be considered indecent.
- Staff should avoid restraining children, except under certain circumstances when it is unavoidable (See Policy on Restraint).
- Staff should maintain professional standards of behaviour and appropriate boundaries at all times in relationships between themselves and the pupils, themselves and the parents.
- A member of staff, who feels that they may be at risk of being accused of behaving inappropriately, should request the presence of another member of staff.
- No form of corporal punishment should ever be used nor its use ever threatened.
- When it is necessary to restrain a child to prevent injury to themselves, others or property, only the minimum force should be used and injury to the child concerned should be avoided. Any arm or hands should never be placed around a child's neck.

If there is an allegation or suspicion of misconduct about a member of staff, the Head Teacher must be informed immediately. Failure to do so may result in disciplinary action .

If the allegation or suspicion in any way involves the DSL or Deputy DSL, then the report should be made to the Safeguarding Governor, 020 8478 1073. who should contact the Local Authority Designated Officer (LADO) on (Tel. no.) 020 8356 8982 or email LADO@hackney.gov.uk and give as much information as you can.

The school is required to inform the Disclosure and Barring Service as soon as investigations are completed, any person, whether employed, contracted, a volunteer, or a student, whose services are no longer used because he or she is considered unsuitable to work with children.

The address for referrals is DBS customer services, PO Box 3961, Royal Wootton Bassett SN4 4HF - Telephone 03000 200 190. Failure by the school to make such a report could constitute an offence, leading to the school being removed from the DfE's register of Independent Schools (legislation from The Education (Provision of Information by Independent Schools) (England) Regulations 2003. Compromise Agreements cannot apply in this connection.

The school will also make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty of the school.

NCTL will also be informed added if staff are sacked due to safeguarding issues
<https://teacherservices.education.gov.uk/>

Regard must be given to the section 'Allegations of Abuse Made Against Teachers and Other Staff', in the document "Keeping Children Safe in Education' (2016)', which is on file in the school office.

Dealing with Allegations of Abuse Against Teachers & Other Staff

Paragon Christian Academy (PCA) has a written Child Protection Policy.

PCA operates safe recruitment procedures and makes sure all appropriate checks are carried out on staff and volunteers who work with children.

PCA has a policy & procedure for dealing with allegations of abuse against members of staff or volunteers. A senior member of the school's management structure is designated to take responsibility for dealing with child protection issues and liaising with other agencies where necessary.

Dealing with Allegations of Abuse Against Teachers & Other Staff

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in Paragon Christian Academy is dealt with quickly, and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation.

Responding to Allegations or Suspicions

Staff & volunteers should understand what to do if they receive an allegation against another member of staff, or if they themselves have concerns about the behaviour of another member of staff.

This policy & procedure should make it clear that all allegations should be reported straight away, to the designated safeguarding lead and identify the person. In the absence of the designated safeguarding lead, the deputy safeguarding lead.

In the case where the designated safeguarding lead be the subject of the allegation the Head Teacher or Chair of Governors will be contacted.

Where there is a complaint against a member of staff/volunteer there may be three types of investigation:

- police investigation
- child protection investigation
- consideration by the school of disciplinary action in respect of the individual

Allegations against staff members will be referred to LADO. LADO should be contacted within 2 hours of the allegation.

The LADO contact details are:

Email: LADO@hackney.gov.uk
Telephone: 020 8356 8982

Any suspected immediate risk to any child or children should be responded to immediately and the case referred to the First Access Screening Team (FAST) on 020 8356 4844.

An allegation against a member of staff may arise from a number of sources e.g. a report from a child, a concern raised by another adult in the organisation, or a complaint by a parent. It may also arise in the context of the member of staff and their life outside work or at home.

Initial action by person receiving or identifying an allegation or concern

The person to whom an allegation or concern is first reported should treat the matter seriously and keep an open mind.

They should not:

- Investigate or ask leading questions if seeking clarification;
- Make assumptions or offer alternative explanations;
- Promise confidentiality, but give assurance that the information will only be shared on a 'need to know' basis.

They should:

- Make a written record of the information (where possible in the child's/adult's own words), including the time, date and place of incident/s, persons present and what was said.
- Sign and date the written record.
- Immediately report the matter to the Designated Safeguarding Lead, or the deputy in their absence. Where the Designated Safeguarding Lead is the subject of the allegation, report to the deputy or other appropriate senior manager.

Initial action by the Designated Safeguarding Lead

When informed of a concern or allegation, the Designated Safeguarding Lead should not investigate the matter or interview the member of staff, child concerned or potential witnesses.

They should:

- Obtain written details of the concern/allegation, signed and dated by the person receiving (not the child/adult making the allegation).
- Approve and date the written details.
- Record any information about times, dates and location of incident/s and names of any potential witnesses.
- Record discussions about the child and/or member of staff, any decisions made, and the reason for those decisions.

The Designated Safeguarding Lead should refer the allegation their team and discuss the decision in relation to the agreed threshold criteria within one working day. Referrals should not be delayed in order to gather information and a failure to report an allegation or concern in accordance with procedures is a potential disciplinary matter.

If an allegation requires immediate attention, but is received outside normal office hours, the Designated Safeguarding Lead should consult the First Access Screening Team or local police as soon as possible.

If a police officer receives an allegation, they should, without delay, report it to the designated detective sergeant on the child abuse investigation team (CAIT). The detective sergeant should then immediately inform the Designated Safeguarding Lead.

Similarly an allegation made to LA children's social care should be immediately reported to the Designated Safeguarding Lead and their team.

Initial consideration by the Designated Safeguarding Lead

There are up to three strands in the consideration of an allegation:

- A police investigation of a possible criminal offence.
- Children's social care enquiries and/or assessment about whether a child is in need of protection or services.
- Consideration by an employer of disciplinary action.

The Designated Safeguarding Lead should consider first whether further details are needed and whether there is evidence or information that establishes that the allegation is false or unfounded. Care should be taken to ensure that the child is not confused as to dates, times, locations or identity of the member of staff.

If the allegation is not demonstrably false and there is cause to suspect that a child is suffering or is likely to suffer significant harm, the Designated Safeguarding Lead should convene an immediate strategy meeting / discussion.

The police must be consulted about any case in which a criminal offence may have been committed. If the threshold for significant harm is not reached, but a police investigation might be needed, the Designated Safeguarding Lead should immediately inform the police and convene an initial evaluation (similar to strategy meeting / discussion), to include the police, employer and other agencies involved with the child.

Our Designated Safeguarding Lead is: Dawn Chambers, who can be contacted on: 020 8514 1820

Our Deputy Safeguarding Lead is: Sharon Curry, who can be contacted on 020 8985 1119

Our Chair of Governors is: Abigail Chambers, who can be contacted on 020 8478 1073

Action

Parents/carers of a child/ren involved will be told about the allegation as soon as possible if they do not already know of it. They will also be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

The person who is the subject of the allegations will be kept informed of the progress of the case and consider what other support is appropriate for the individual.

Confidentiality

Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Information should be handled and disseminated on a need to know basis only.

Internal Enquiries

The Designated Safeguarding Lead/Headteacher/Pastor will make the decision whether any individual accused should be temporarily suspended pending further enquiries. If suspension is deemed unnecessary, a decision will be made on whether or not the accused should be allowed to work unsupervised with children.

All individual cases will be assessed and a decision made whether a member of staff/volunteer can be reinstated and how this can be sensitively handled. Where there is insufficient evidence to uphold any action by the police. In such cases a decision must be made based upon the available information. (refer also to our complaints policy)

Record Keeping

A clear & comprehensive summary of any allegations will be made, details of how the allegation was followed up and resolved and a note of any action taken and decisions reached.

If the allegation is proven to be true and results in a criminal conviction a record will be kept and disclosed at request. This is to enable accurate information be given to any future request for reference if the person has moved on.

Time Scales

PCA will endeavour to resolve cases as quickly as possible with a fair & thorough investigation. This also depends on the seriousness and complexity of the allegation.

Should the allegation be true and depending on the seriousness of it the following disciplinary actions will be taken:

- Suspension from school
- Police informed
- Social services

A review of the circumstances of the case will take place with the Headteacher/Pastor/Trustees and to see if there can be any improvements to the schools procedures to help prevent similar events in the future.

Action in Respect of False Allegations

Should the allegation prove to be false, the Designated Safeguarding Lead/Headteacher/Pastor will consult with Parent/Carer as to why the pupil may have made the allegation. It could be for a number of reasons i.e. abused by someone else, deliberately invented or malicious. They will consider what disciplinary action will be taken against the pupil. Parents/Carers will be kept informed and involved with the whole procedure.

Allegations Against Pupils

The School's policies on behaviour, bullying, discipline and sanctions should be read in conjunction with this policy and will also apply to this situation. Bullying should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm. A pupil against whom an allegation of abuse has been made may be

suspended from the School during the investigation if it is considered to be in the interests of a child who might otherwise be at risk, in the interests of the pupils at large or to allow the investigation to proceed more effectively.

Policy On Responsibilities and Actions to Be Taken If the Whereabouts of a Child Is Unknown/ Children Missing From Education

In the case of a child being withdrawn from the school and their whereabouts being unknown, the school will endeavour in the first place to make contact with the parents or guardians.

If no communication is received within a week, the school will contact the LEA to enquire whether they have any information regarding the child. If the LEA do not have any facts about the whereabouts of the child we will consult with the LEA about the next step which may involve handing the case over to the local Children's Services.

If this is the case, a note will be made in the Admissions Register stating that the child's whereabouts is unknown and that they have been referred to the LEA. This will be updated if any relevant information is received.

Policy For Children Looked After

The school recognises that children looked after/ children in care are one of the most vulnerable groups of children so need more frequent observational assessment to meet their needs. All staff will be made aware of anyone in the school who is looked after so that the child can be supported adequately. On admission, it will be established who has parental responsibility so that statutory requirements are met.

The school holds a policy for Children Looked After on file.

Photography and Images

To protect children we will:

- Seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Only use school equipment
- Only take photos and videos of children to celebrate achievement
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them.

The school will issue a statement that where parents are taking photographs of children related to school events these are to be for personal use only (these are not to be shared on social media for example).

Date of original policy:	March 2007
Persons Responsible:	Safeguarding Officer, Secretary and Headteacher
Reviewed:	November 2015
Reviewed:	February 2016
Reviewed:	July 2016
Reviewed:	January 2017
Reviewed:	February 2017
Reviewed:	October 2017
Reviewed:	November 2017
Date of next Review:	February 2018