



Safeguarding & Child Protection Policy

(including allegations of abuse against staff)

Policy title:	Safeguarding & Child Protection Policy, (including allegations of abuse against staff)
Function:	For information and guidance about safeguarding at The Blue Coat School. This document forms part of the portfolio of policies designed to inform students and parents.
Status:	Approved
Statutory guidance:	<p>Keeping Children Safe in Education (DfE 2023)</p> <p>Working together to Safeguard Children (DfE 2020)</p> <p>Sexual Violence & sexual harassment between children in schools & colleges (OFSTED 2021)</p> <p>Teaching Online Safety (2019)</p> <p>Children's Act 2004</p>
Audience:	Students, Parents, Staff, Leaders, Trustees, Local authority, General public
Ownership:	Trustee Board, Headteacher, Deputy Headteacher (PDBA)
Last reviewed:	June 2023
Reviewed by:	Full Trustee Board
Next review:	Every year – June 2024

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Aims and objectives

At the Blue Coat School our vision is simple. All that we do is focused on developing exceptionally well-rounded individuals with the skills to thrive and positively contribute in a rapidly changing society.

This is underpinned by our unrelenting focus on:

Inspiring excellence

Excellence is not something that is simply achieved. It is something that we always strive for so that we can continually create opportunity and enhance the life chances of talented young people from broad and diverse backgrounds. The best is not, however, always the easiest. Our staff and learners will be resilient, and able to overcome barriers and challenges to ensure that potential is unlocked.

Shaping character

Our learners leave us not just knowing how to do things, but how to do things in the right way for the right reasons. That is why humility and integrity are the key pillars of our community, and the basis for how we treat one another. They ensure we have a culture where individuals are treated with care and compassionate respectfulness.

Forging futures

Every member of our community will leave us embracing their strengths and with ambition and aspiration as to how they can contribute positively to the modern world they are entering. Our students will become the leaders of tomorrow.

By extension, our values, approach and ethos are embodied in, and implemented through, our policies and procedures. They are the framework to support all that we do and achieve.

Policy aims and objectives

This policy sets out the Blue Coat School's safeguarding arrangements, procedures and practices created with due regard to all relevant legislation including, but not limited to

- 1 with the DFE Keeping Children Safe in Education (September 2022).
- 2 The policy ensures that all stakeholders are provided with:
 - details about how the School manages safeguarding and child protection
 - information about School estate security and CCTV management
 - information about how the School promotes and manages the safe use of ICT
 - Information about how the School manages accidents involving children
 - details about the administration of medicines

Roles and responsibilities

- 3 The Trustee Board will ensure that this policy meets current statutory requirements and is reviewed annually. The Trust Board ensure that a whole school approach to safeguarding is facilitated.
- 4 The Headteacher will ensure that:
 - the School complies with legislation and that this policy's procedures and strategies are implemented through this policy and other means within the school community
 - this policy is subject to consultation annually and published on the school's website
 - the Single Central Record is maintained in accordance with latest practices, and that at least one member of every recruitment panel has attended safer recruitment training
 - referrals are made to the Disclosure and Barring Service and/or the National College of School Leadership where necessary, and that there is prompt liaison with the Local Area Designated Officer (LADO) is contacted immediately where an allegation is made against a member of staff
 - the school clearly communicates which staff are responsible for leading safeguarding (Annex A)
 - the Designated Safeguarding Lead has a job description in keeping with the requirements of latest statutory guidance, and sufficient time, training and support allocated to this role
- 5 The Designated Safeguarding lead will ensure that:
 - they take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
 - they understand and implement the assessment processes for providing early help assessment and intervention and refer all cases of suspected abuse to the local authority children's social care and other agencies where relevant
 - they act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

- they have a working knowledge of how the local authority conducts child protection case conferences, identifies actions and follows up with subsequent review
- staff are aware of training opportunities and the latest policies on child protection & safeguarding
- there is a regular delivery of safeguarding training to all staff
- child protection records of concerns and referrals are detailed, accurate, kept securely and separately from the student's normal file
- child protection records are transferred appropriately when children leave the school.
- This should be **within 5 days** for an in-year transfer or within the **first 5 days** of the start of a new term to allow the new school or college to have support in place for when the child arrives.
- swift action is taken when a child that is subject to a child protection plan is absent from school
- swift action is taken when a child that is subject to a child protection plan is not having their needs met
- all staff have access to and understand the School's Child Protection & Safeguarding Policy which include processes and practices for child protection
- The School has an effective procedure for administering prescribed drugs/medicines to children where necessary

6 The Director of Resources will ensure that:

- site security systems and equipment are well maintained
regular site security checks are scheduled, undertaken and inform improvements to practices
- security lapses are brought promptly to the attention of the Headteacher and the Designated Safeguarding Lead
- the personnel officer undertakes the necessary checks on all employees and volunteers, including using the guidance and protocols for individuals who have lived or worked outside of the UK, including online searches as part of due diligence.
- Maintains an up to date Single Central Record
- there are systems in place to:
 - clearly define acceptable use of school ICT
 - record staff and students' agreement to abide by school codes of conduct in relation to the use of ICT
 - report and deal with any breaches of acceptable use

7 All employees of the School will have due regard for the principles, processes and practices set out in this policy. Staff will ensure that they:

- maintain a safe environment in which students can learn
- are alert to signs of abuse and neglect – physically and emotionally
- keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role and responsibility
- report any concerns about the behaviour of an adult towards a child to the Headteacher, Designated Safeguarding Lead, Chair of Trustees or LADO without delay

LADO contact details for reporting concerns:
Mark Goddard, LADO & Risk Manager: Tel: 0771 670 2034
Pauline Trubshaw, Deputy LADO: Tel: 0784 172 7309
All referrals should be sent by email to the LADO at lado@liverpool.gov.uk

- understand they have a responsibility to escalate concerns if a child remains at risk or their needs are not met
- reassure victims that they are being taken seriously and that they will be supported and kept safe.
- follow school guidance in that the way in which they talk to students about safeguarding issues
- contribute to the School's obligations to fulfil the Prevent duty, and remain alert to identifying and reporting children who may be vulnerable to radicalisation
- undertake relevant risk assessments in accordance with their duties
- recognise that they are responsible for security of buildings and property and are responsible for keeping buildings clear of materials that can be used for arson or vandalism
- support operational procedures that affect security, such as school key control procedures and visitor monitoring
- wear school ID badges in school
- support the School's records of accidents that occur to a student or member of staff within the School building, grounds or of site, as part of a curricular or Enrichment activity

8 Parents will ensure that they:

- keep the School informed about the welfare and attendance of their children
- raise any concerns to the school promptly
- they provide relevant information about their child's health and well-being to the School
- notify the School in writing if there is any need for the School to supervise the administering of prescribed drugs or medication

9 Students will ensure that they:

- report any persons on site that are not familiar to them and are not wearing a school ID badge
- report any concerns promptly
- sign in and out of the building when arriving or leaving at unconventional times
- adhere to the School's strict rule that no drugs (legal or illegal) or other banned items are permitted on school premises at any time
- do not share passwords and adhere to the ICT acceptable user policy
- attend the school office if they feel unwell

Procedures and practices

Definitions

- 10 For the purposes of this Child Protection & Safeguarding Policy, child protection, safeguarding and promoting the welfare of children is defined as

- protecting children from maltreatment
 - preventing impairment of children’s health or development
 - ensuring that children grow up with in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes
- 11 A ‘child’ means any person either under or over the age of 18 who is a member of the School student body.
- 12 A ‘vulnerable adult’ means any person “who is or may be in need of community care services by reason of mental or other disability, age or illness, and who is or may be unable to take care of him or herself, or unable to protect him or herself against harm or exploitation because of mental or other disability, age or illness.”
- 13 ‘Staff’ means all employees, full-time, part-time teaching and other, and all agency, franchise, contract and volunteer staff working for The Blue Coat School at any time.
- 14 Further detail about definitions can be found in Definitions of child abuse (Annex B).

Safeguarding children

- 15 All staff are aware that safeguarding & child protection is **everyone’s** responsibility
- 16 We ensure that all children have the same protection, regardless of any barriers they may face.
- 17 When considering safeguarding, we give special consideration to children who:
- Have special educational needs (SEN) or disabilities or health conditions
 - Are young carers
 - May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
 - Have English as an additional language
 - Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
 - Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
 - Are asylum seekers
 - Are at risk due to either their own or a family member’s mental health needs
 - Are looked after or previously looked after (see section 12)
 - Are missing from education
 - Whose parent/carer has expressed an intention to remove them from school to be home educated
- 18 Vulnerable student lists will be regularly reviewed, updated and shared with all staff.
- 19 Attendance for all students will be reviewed bi-weekly. Prompt and appropriate support or action is taken either where attendance or punctuality gives cause for concern.

- 20 The School curriculum will support students to stay safe, develop healthy relationships and to promote equality. Children will be regularly reminded about the staff safeguarding team and procedures for reporting concerns.
- 21 Emergency evacuations will be practiced regularly and reviewed to identify lessons learnt and inform future practice.
- 22 Staff and students will be made familiar with procedures where a lock down is deemed necessary.
- 23 Staff will adhere to the Safer Working Practices guidance documentation. Staff will be regularly updated with regard to the latest safeguarding advice. Safeguarding documentation will be signposted to staff. New staff will undertake a safeguarding workshop as part of their induction programme.
- 24 Leaders of school trips and visits will undertake appropriate risk assessments.
- 25 The school will take pro-active steps to ensure its use of photographs supports good safeguarding of students (Annex C).
- 26 Team leaders will undertake annual risk assessments of their team areas.
- 27 Students and staff will be kept updated about first aid procedures and key staff will receive regular training.
- 28 If staff have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, they must speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, they will speak to the Chair of Trustees.
- 29 Where staff believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, staff should report it directly to the local authority designated officer (LADO).
- 30 Staff and Trustees will undertake enhanced DBS disclosure. Teaching, support staff and volunteers will have the necessary checks undertaken on them to ensure they are fit to work with children. The Single Central Record will be kept up to date.
- 31 A member of the Trustee Board will have a specific Safeguarding remit and meet regularly with the Designated Safeguarding Lead.
- 32 Visitors to the School will be provided with the expectations of safeguarding at Blue Coat School.
- 33 The school's safeguarding practices will be reviewed annually in line with National and Local Authority guidance.

Child protection

- 30 Staff and students will be regularly advised about what to do if they have a child or adult protection concern. Staff and students will be regularly updated about who to refer child protection or safeguarding concerns to.
- 31 The School will provide staff will clear processes to follow if they have concerns about child protection (Annex D and Annex E).
- 32 Staff in a pastoral welfare role will be trained in the management of child protection concerns.
- 33 Staff will be regularly briefed on local issues pertaining to child protection.
- 34 Child Protection concerns and any actions taken will be swiftly passed by staff to the Designated Safeguarding Lead using the email: safeguarding@bluecoatschool.org.uk or Annex F.
- 35 Staff must inform the Designated Safeguarding Lead as soon as possible if they make a referral to local authority children's social care about any concerns
- 36 Records of ongoing cases will be kept securely using the online platform CPOMS, which is regularly reviewed by the Designated Safeguarding Lead.
- 37 Each Child Protection file will be reviewed regularly by the Designated Safeguarding Lead so that vulnerable students with child protection issues are monitored.
- 38 Any Child Protection correspondence or actions, including evidence of work with other agencies, will be recorded and filed chronologically on the relevant child's Child Protection CPOMS file.
- 39 A periodic review of all Child Protection files will be undertaken by the Designated Safeguarding Lead in conjunction with other senior staff with Child Protection responsibility, including the Headteacher, as part of a process of peer review.
- 40 Where a student leaves, a copy of all Child Protection records will be transferred swiftly to the Designated Safeguarding Lead at the student's new school, and a record of this action kept on the student's Child Protection file.
- 41 All Child Protection files will be kept securely by the School until the student's 25th birthday.

Estate security

- 42 The security of the estate will be reviewed weekly. Any breaches of school security will be reported swiftly to the Designated Safeguarding Lead and investigated.
- 43 Students and staff will be regularly guided about protocols for school visitors.
- 44 Students and staff will be regularly reminded about protocols for signing in and out of the building.

- 45 Visitors to the School site will be given clear and specific advice about the School's safeguarding culture and expectations. Visitors will wear ID badges in school and where necessary will be accompanied by school staff.
- 46 CCTV will operate within the estate at all time.
- 47 Key senior leaders and site staff will follow safeguarding protocols relating to reviewing CCTV and accessing the school premises outside of school hours.
- 48 Security of the estate will be a priority when planning and staffing any hire-outs of any part of the estate.
- 49 Students and staff are regularly guided about school evacuation protocols. As far as possible, evacuation drills will be undertaken each term and a full evaluation undertaken to identify areas for improvement and follow up actions.
- 50 Students and staff are regularly reminded about what to do in the unlikely event that there is a threat to safety in or around the school site.

ICT

- 51 The School's Designated Safeguarding Lead will oversee the safe and appropriate use of ICT.
- 52 Students and staff will read and agree to an acceptable use policy prior to being able to use school ICT systems.
- 53 Students and parents will be regularly updated about ICT safety and acceptable use.
- 54 As part of their safeguarding training, staff will receive regular training focusing on online safety and their roles and responsibilities around protecting students from online risks, alongside school's filtering and monitoring systems.
- 55 ICT safeguards, firewalls and filters will be in place to keep students and staff safe, and any breaches will be reported immediately to the Designated Safeguarding Lead.
- 56 Student use of ICT and the use of ICT equipment will be monitored and periodically reviewed. This information will be shared with Trustees.
- 57 Breaches of acceptable use will be investigated on a case-by-case basis. Incidents of e-safety concerns will be recorded, and appropriate sanctions issued.

Accidents

- 57 Accidents on the School site will be recorded promptly and fully in the accident book stored at the school office. Serious incidents will be reported swiftly to the senior leadership team.

- 58 During school hours, first aid trained staff will liaise with the School office to make a judgement about whether professional medical expertise is required. Out of school hours, a responsible member of staff will swiftly call an ambulance if required.
- 59 In all cases of accident involving injury to students, the school will inform parents and complete a student accident record form (Annex G) which will be shared with parents and be filed.
- 60 The School will inform other appropriate authorities where required.
- 61 The School will review the accident book periodically to evaluate any specific or general lessons learnt.

Drugs and medication

- 62 Students and staff will be guided that other than prescribed drugs and medication, no other drugs should be brought into school.
- 63 The School will always seek parental consent for the administering of medicines to students (Annex H). Prescription drugs for students will be stored in a safe place in the school office. Inhalers will be kept in School for asthma emergencies.
- 64 Prescription medication for staff will be carried by staff or stored in a restricted area of school where there is no student access.
- 65 The administration of any prescription medicine will require the signature of two colleagues.

Monitoring, review and evaluation

- 66 The link Trustee for safeguarding will review this policy annually.
- 67 The Headteacher will periodically scrutinise safeguarding and child protection records with the Designated Safeguarding Lead.
- 68 The Designated Safeguarding Lead will report to the link Trustee for safeguarding termly.
- 69 The link Trustee for Safeguarding will report to the Trustee Board termly.
- 70 The Health and Safety group will review estate security termly.
- 71 The Designated Safeguarding Lead will review the use of ICT termly (including online safety and the compliance of filtering and monitoring systems), and report to Trustees.

Annex A: Designated Safeguarding Leads

	Name	Role	Email Address
Designated Safeguarding Lead	Mrs S. O'Rourke	Deputy Headteacher	s.ourourke@bluecoatschool.org.uk
Deputy Designated Safeguarding Lead	Mrs C. Cobain	Head of Student Support	c.cobain@bluecoatschool.org.uk
Deputy Designated Safeguarding Lead	Ms S. Yates	Headteacher	s.yates@bluecoatschool.org.uk
Deputy Designated Safeguarding Lead	Mrs N Donahue	Student Support Mentor	n.donohue@bluecoatschool.org.uk
Deputy Designated Safeguarding Lead	Mrs J Baker	Assistant Headteacher	j.baker@bluecoatschool.org.uk
Deputy Designated Safeguarding Lead	Mr B Cheng	Student Support Mentor	b.cheng@bluecoatschool.org.uk
Safeguarding Lead - Trustee	Mrs S Krüger Bridge	Safeguarding Trustee	chairoftrustees@bluecoatschool.org.uk

Annex B: Definitions of child abuse

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.

Under Section 31(9) of the Children Act 1989:

“Harm” means ill treatment or the impairment of health and development

“Development” means physical, intellectual, emotional, social or behavioural development;

“Health” means physical or mental health; and

“Ill-treatment” includes sexual abuse and forms of ill-treatment which are not physical.

Main types of abuse

It is generally accepted that there are four main forms of abuse. The following definitions are taken from ‘Working Together to Safeguard Children’ 2020.

1. Physical Abuse

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 feigns the symptoms of, or deliberately causes ill health to, a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen Syndrome by proxy (fabricated or Induced Illness in Children by guardians).

Possible signs of physical abuse include:

- Unexplained injuries/ burns
- Untreated injuries
- Bruises/ abrasion around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear.

2. Emotional Abuse

Emotional abuse is the persistent emotional ill treatment 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. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Possible signs of emotional abuse include:

- Excessive overreaction to mistakes
- Continual self-deprecation
- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance/aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways or encouraging or knowing about their child being involved in child prostitution. Sexual abuse may also include sexual violence or sexual harassment between children.

Possible signs of sexual abuse include:

- Sexual awareness inappropriate to child's age, e.g. drawings, vocabulary, knowledge of sexual acts
- Provocative sexual behaviour
- Love bites
- Self-harm
- Pregnancy
- Sexually transmitted diseases
- Sudden changes in behaviour or school performance
- Fear of undressing for gym
- Depression/withdrawal
- Drug, alcohol, substance abuse

4. Neglect

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

Possible signs of neglect include:

- Constant hunger, tiredness

- Poor personal hygiene
- Untreated medical problems
- Destructive tendencies
- Social isolation
- Poor self esteem
- Poor relationship with peers
- Excessive rocking, hair twisting, thumb sucking
- Fabricated or induced illness

Other useful references

There are many other specific types of abuse that cannot always be referenced to the above 4 categories.

1. Female Genital Mutilation (FGM)

FGM (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK, as is taking a British national or permanent resident abroad for FGM or helping someone to do this. Most of the women and girls from practising communities live in the major UK cities, including London, Manchester, Sheffield, Liverpool, Birmingham and Cardiff. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to 'heal' before they return to school. There are also worries that some girls may have FGM performed in the UK.

Schools have a legal duty to safeguard children at risk, and FGM is a child protection issue. Any indications that FGM is a risk, is imminent, or has already taken place should be reported immediately to the Designated Safeguarding Lead and will be dealt with under the child protection procedures in the Safeguarding and Child Protection Policy.

2. Child on child Abuse

Abuse (physical, sexual or emotional/harassment) by a child should be taken as seriously as abuse perpetrated by an adult – don't be dismissive or set high thresholds. Also bear in mind that there may be a risk to young children / young people other than the current victim. In cases of bullying (especially sexist, sexual and transphobic bullying due to the potential seriousness of violence), schools must always consider whether safeguarding processes need to be followed.

Harassment is offensive, objectionable, undignified, humiliating behaviour and/or can create a hostile environment. It can take the form of watching, loitering near, or preventing or hindering access for the victim, following, stopping or accosting the victim, entering or interfering with victim's property or making unwelcome contact with that person. Additionally, acting in any way that would cause a reasonable student in those particular circumstances to fear for his or her safety. If a specific act happens within a twelve-month period on at least two occasions this can be classed as harassment.

Child on Child abuse can also include:

- sexual violence between children

- sexual harassment between children
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Staff will be made aware that:

- Sexual violence and sexual harassment are not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.

3. Abuse Online

The rapid development of widespread access to, technology has provided a new medium for ‘virtual’ abuse, which can happen at any time, with a potentially bigger audience, and more accessories as people forward on content. Clearly this can take the form of emotional abuse, and/or could lead to circumstances whereby other forms of abuse could take place.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

4. Preventing Radicalisation

In addition, the Prevent Duty has identified that schools have a Prevent duty, and must recognise that there is a key role to play in identifying children who are at risk of being exposed to, or becoming radicalised by material from the internet, and staff must know what to do when such students are identified. Staff must treat any concerns they have about the possible radicalisation of a student in the same way that they would any other form of abuse.

5. Domestic Abuse

Domestic abuse can encompass but is not limited to:

- Psychological
- Physical
- Sexual

- Financial
- Emotional

Where there is domestic abuse the implications for the vulnerable adult or young person at School and for younger children in the household must be considered. Children who witness any form of violence within the home should be classified as a victim, regardless of whether the violence is directed at them or other members of the household. Young people from families with a history of domestic abuse often have behavioural difficulties, absenteeism, ill health, bullying and drug and alcohol misuse.

6. Honour based violence

Honour –based violence is a crime which is committed to protect or defend the perceived honour of the family and/or community. This is a fundamental abuse of someone’s human rights.

7. Drug/Alcohol Abusing Parents

There is an increased risk of violence in families where this occurs. A young person at School may have to take on responsibilities for younger children in the family.

8. Forced Marriage

Forced marriage is an entirely separate issue from arranged marriage. Forced marriage is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young people at risk of a forced marriage also, on occasion, experience physical, financial, sexual or emotional abuse at home. This is a fundamental abuse of someone’s human rights.

9. Mental Health Issues

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Self-harm, suicide threats and gestures by a young person or vulnerable adult must always be taken seriously and may be indicative of a potentially serious mental or emotional disturbance. The possibility that self-harm including a serious eating disorder has been caused or triggered by any form of abuse or chronic neglect should not be overlooked. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the Designated Safeguarding Lead or a Deputy.

10. Child Sexual Exploitation

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;

- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

11. Child Criminal Exploitation

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

Annex C: Photographs

Publicising School news, events and achievements allows us to keep our School community regularly updated on the range of activities that take place at the School.

Photographs of Blue Coat students may be shared via:

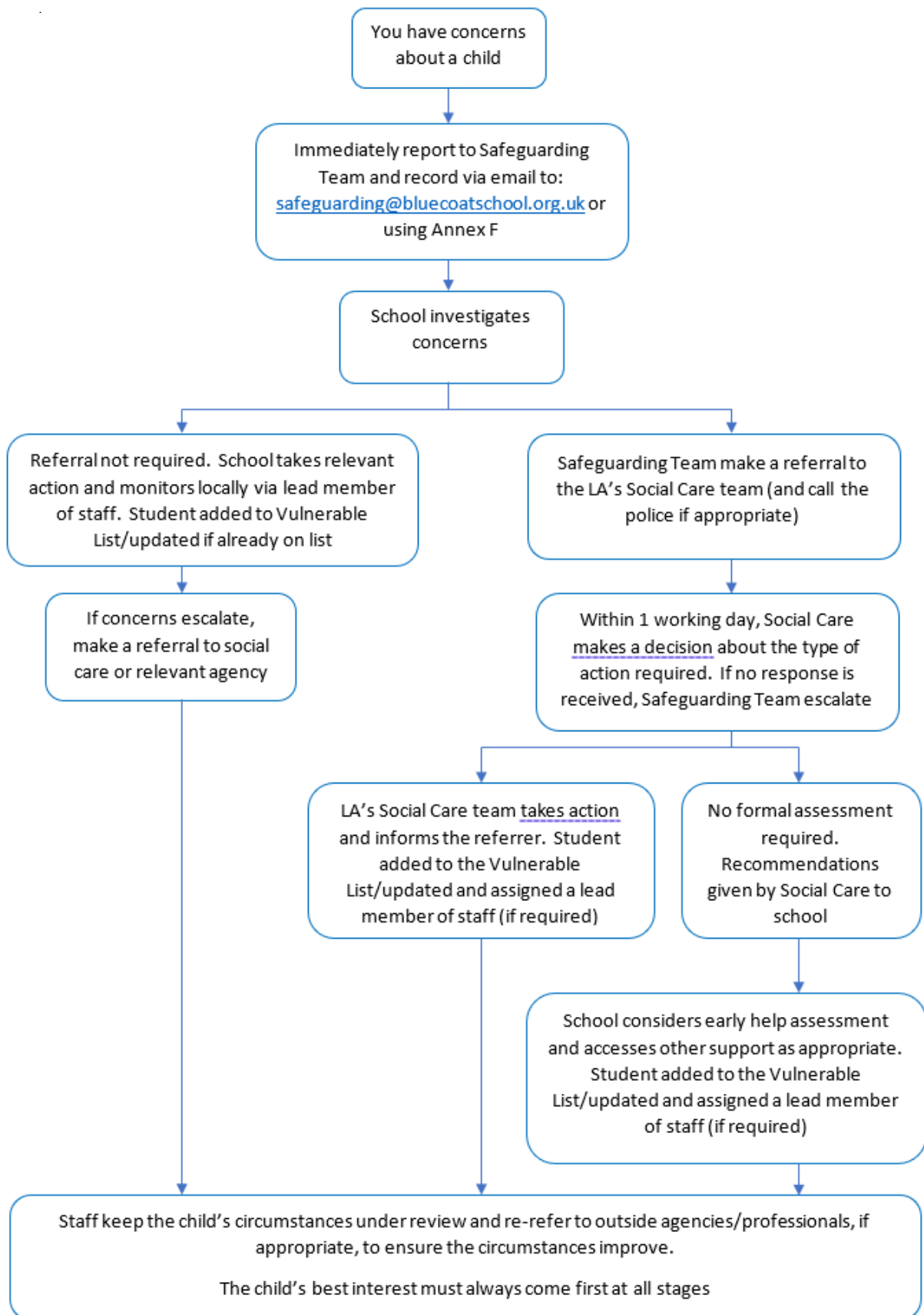
- The Blue Coat School website
- School prospectus
- Twitter / Facebook / LinkedIn
- School community newsletters
- Alumni magazines
- Local / National press
- Events: Open Evening / Prize Giving / Alumni Reunions

The Blue Coat School recognises the importance of safeguarding, with procedures put in place to prevent an infringement of privacy.

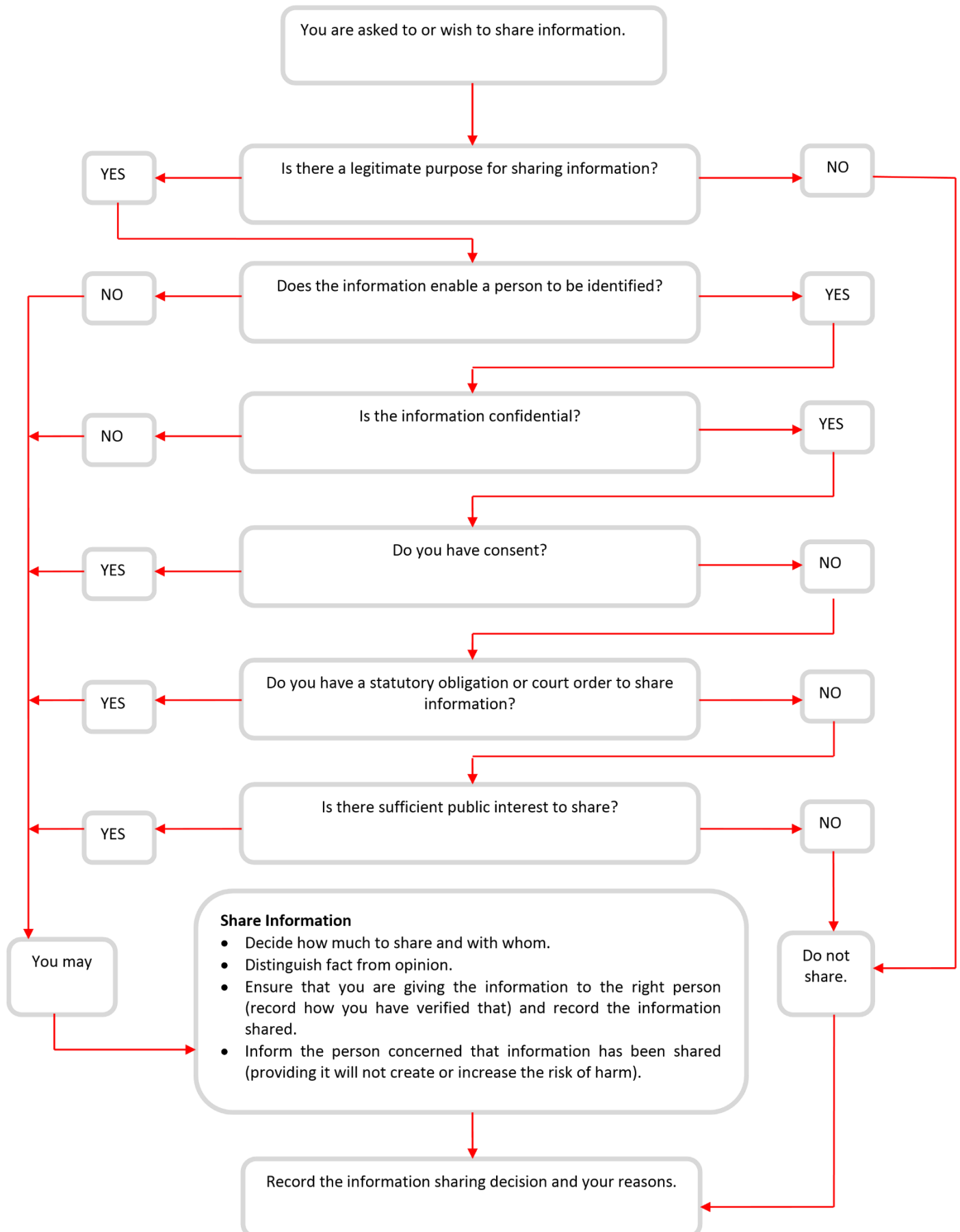
Parental consent:	<p>The Department for Education advise <i>“photographs and video images of pupils and staff are classed as personal data under the terms of the Data Protection Act 1998. Therefore, using such images for school publicity purposes will require the consent of either the individual concerned or in the case of pupils, their legal guardians”</i>.</p> <p>In line with the Department for Education’s stance, Blue Coat parents and carers are asked at the start of each academic year if they would like to opt out from consenting to their child being photographed whilst taking part in Blue Coat activities and for these images to be shared internally and externally. This information is recorded on SIMs.</p> <p>Parents and carers retain the right to withdraw their consent at any time during the School year. This update will be recorded on SIMs by the Administrative team.</p>
Security:	<p>Photographs of Blue Coat students are stored securely on the School’s password protected network. Access to these photographs is limited to the school’s ICT Co-ordinator.</p>

<p>Protection measures:</p>	<p>To ensure student safety photographs documenting School activities and student achievements reveal only a student’s first name and year group.</p> <p>Furthermore, photographs cannot be downloaded from the website or social media by members of the public.</p>
<p>Procedure:</p>	<p>Step One: Students captured in a photograph will be identified by name by the appropriate member of staff overseeing the event photographed.</p> <p>Step Two: These names will be cross checked against names held on the School’s opt-out list to ensure that any changes in parental consent are upheld. The school admin team will continually update any changes made to the optout list.</p> <p>The aforementioned measures will prevent an infringement of privacy.</p>
<p>Circumstance change:</p>	<p>If a safeguarding officer or member of the senior management team is aware of any changes in personal or domestic circumstances likely to impact on previous photographic consent granted, they will ensure that the student’s name is added to the opt-out list.</p> <p>Even if consent is given by a parent or carer they can object to a published photograph that includes their son or daughter at any time. This photograph will be removed from the website or social media straight away.</p>

Annex D: Flowchart for child protection process



Annex E: Information sharing for child and adult protection



Annex F: Form to record child and adult protection concerns

This form could be used by staff to record child protection concerns. It should be forwarded to the Designated Safeguarding Lead upon completion.

Student:	Form:
Date:	Time:
Summary of concern or disclosure: (Differentiate between facts and opinions, use the child's own words)	
Signed: _____ Print name: _____	
Actions taken by the Designated Safeguarding Lead:	
Signed: _____ Print name: _____	

Annex G Student accident record form

This form should be used by first aid staff following action taken as a result of an accident.

Student	Form
Date	Time
Summary of accident:	
Treatment / response:	
Signed	Print Name

Annex H: Parental consent for the administering of medication

This form should be used by parents when notifying the school of their consent to hold and dispense medication.

Student:	Form:
Date:	
Details of medical condition/diagnosis:	
Prescribed medication:	
Expiry date:	
Date of replenishment:	
Dosage and method:	
Procedure in case of emergency:	
Other comments:	
I understand that I must deliver the medicine personally to the School Office. I accept that this is a service that the School is not obliged to undertake. I understand that I must notify the School of any changes in writing.	
Signed:	Print name: