

## Safeguarding Children and Adults

### Policy and Procedures

The Royal School for the Blind, Liverpool takes seriously its role to Safeguard the care and welfare of children and young people. Any issues regarding Safeguarding should be addressed to staff responsible. These include:-

Designated Safeguarding Lead:	Mrs Linda Hogan (Head of Care)
Deputy Designated Safeguarding Lead:	Miss Amanda J Boyle (Deputy Head of Care)
Nominated School Governor for Safeguarding:	Dr. Sandra Winchester
Head of School:	Mr Paul Boulton
Deputy Head of School:	Mrs Vicki Dwyer

It is the policy of this school to ensure the safeguarding and welfare of all children and young people in or care. To this end the policy aims to set out how we are to safeguard our children and young people whilst also nurturing an environment in which they can both thrive and grow as young adults.

It is essential that all follow this code of conduct whether they work with children, young people or adults. For the purposes of this policy, employees includes:-

- All staff on payroll of the Royal School for the Blind, Liverpool.
- Voluntary workers at the Royal School for the Blind, Liverpool, including work experience students.
- Staff working at the Royal School for the Blind, Liverpool though not necessarily employed directly by the Royal School for the Blind, Liverpool (i.e. Catering Company, Builders, etc.).
- Any visitors within the grounds of the Royal School for the Blind, Liverpool.

All employees are responsible in ensuring their behaviour is positive and appropriate at all times. A separate “Code of Conduct” policy should be read in conjunction this document to give positive guidance for all who work with or support the work of the school.

This policy forms only a part of our organisational approach to implementing concrete Safeguarding procedures. Other policies should be considered alongside it, including our Behaviour, Confidentiality, Anti-Bullying, Safer Recruitment and Physical Intervention policies.

It is also necessary that this policy be considered alongside guidelines provided by “Liverpool Safeguarding Children Board” (LSCB). These guidelines are available to read or download online at <http://www.liverpoolscb.org/index.html>). However, the guidelines are updated regularly and it’s recommended that downloaded copies be discarded after 72 hours.

(Keeping Children Safe in Education 2016)

(For the purposes of Safeguarding the law defines a child as being under the age of 18.)

Safeguarding is defined as:-

- 1) Protecting Children from maltreatment.
- 2) Preventing impairment of children’s health or development.
- 3) Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- 4) Taking action to enable all children have the best outcomes.

**Child Protection** is part of safeguarding and refers to the action taken to protect specific children who are being abused or who are at risk of being abused.

Adapted from “Working Together to Safeguard Children” March 2015.

This Policy was reviewed in September 2016 and will be reviewed in June 2018 or when considered necessary by the School Leadership Team (SLT).

### **Types of abuse and indicators**

In order to identify possible abuse, it is important to be able to differentiate between ‘types’ of abuse, which fall into four distinct categories:

#### **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 or carer fabricates the symptoms of, or deliberately induces, illness in a child. School work deteriorating.

#### **Signs of physical abuse**

- Unexplained cuts/scratches to lips, eyes, gums, genitals
- Burns in unusual places
- Sudden incontinence
- Unexplained injuries
- Reluctance to uncover certain parts of the body
- Bed wetting
- Withdrawn
- Flinches from physical contact
- Bite marks
- Unattended medical appointments
- Disclosure
- Bruising corresponding to the shape of an object
- School work deteriorating
- Broken bones.

#### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may 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 the child’s developmental capability, as well as over-protection 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, though it may occur alone.

## **Signs of emotional abuse**

Sudden incontinence  
Withdrawn  
Self-harming  
Unattended medical appointments  
Disclosure  
Angry/aggressive behaviour  
Disturbed sleep patterns  
Unable to relate to people or form relationships  
Low self-esteem or belief in self  
School work deteriorating  
Unable to form relationships/friendships.

## **Sexual abuse**

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 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.

## **Signs of sexual abuse**

Unexplained cuts/scratches  
Sudden incontinence/water infections  
Unexplained bruises on inner thighs  
Reluctance to uncover certain parts of the body  
Bed wetting  
Withdrawn  
Flinches from physical contact  
Bite marks  
Unattended medical appointments  
Disclosure  
School work deteriorating  
Depression/fear  
Isolation  
Low self-esteem  
Angry aggressive behaviour  
Disturbed sleep patterns  
Sadness  
Childs sexual knowledge and understanding beyond their age  
Sudden use of sexual offensive language  
Pregnancy  
STD Sexually transmitted diseases  
Uncomfortable when walking/sitting  
Inappropriate role play.

## **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. 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 caregivers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Signs of neglect**

Depression/fear

Isolation

Continence problems/bed wetting

Dehydration

Weight loss

Stealing food

Low self-esteem

Disclosure

Dirty

Smelly

Torn old clothes

Head lice

Pressure sores

Deterioration of health

Withdrawn

Angry aggressive behaviour

Disturbed sleep patterns

Not allowed visitors or phone

No friends

Unexplained accidents

Sadness

School work deteriorating.

## **Child sexual exploitation CSE**

Child sexual exploitation 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.

## **Signs of CSE**

School work deteriorating

Depression/fear

Isolation

Continence problems/bed wetting

Low self-esteem

Disclosure

Withdrawn

Angry aggressive behaviour

Disturbed sleep patterns

Sadness

Flinches from physical contact

Childs sexual knowledge and understanding

Unexplained gifts to the child

Sudden use of sexual offensive language

Pregnancy

STD Sexually transmitted diseases

Leaving home at unusual times

Suddenly buying themselves new clothes/CDs, games, sweets etc

Having unexplained money

On line at odd hours for longer than usual

New friends

Late night phone calls

### **Online abuse**

Online abuse is abuse that is facilitated using technology. It may take place through social media, online games or other channels of digital communication. Children can also be re-victimised if evidence of their abuse is recorded or uploaded online. Technology can facilitate a number of illegal abuse behaviours including but not limiting to harassment: stalking: threatening behaviour: sharing indecent images of children under the age of 18: inciting a child to sexual activity: sexual exploitation: grooming: sexual communication with a child and causing a child to view images or watch videos of a sexual act: using technology to facilitate any of the above activities is online abuse. Alongside those illegal activities that are perpetrated online, children may also be exposed to inappropriate behaviours or content online. For instance children may be bullied online by their peers or they might either, accidentally or intentionally view content which is intended for adults such as pornography. Both online abuse and exposure to unsuitable content or behaviour can have a long lasting impact on the wellbeing of children and young people

### **Signs of on-line abuse**

School work deteriorating

Depression/fear

Isolation

Continence problems/bed wetting

Low self-esteem

Disclosure

Withdrawn

Angry aggressive behaviour

Disturbed sleep patterns

Sadness

Childs sexual knowledge and understanding

Sudden use of sexual offensive language

On line at odd hours for longer than usual

Late night phone calls

Explicit sexual pictures on the computer

Pornography.

Child abuse includes any of the following:-

- Abuse of a pupil by an adult or staff member whilst at the Royal School for the Blind, Liverpool.
- Abuse by a Parent, Carer or other adult within the family home.

- Abuse by a stranger outside School time.
- Abuse by another pupil.
- Abuse by another child outside School time.

### **Guidelines for Staff who have Concerns that a Child is being Abused**

Staff must always be alert for signs and indicators that may suggest abuse. We should actively promote a whole School ethos of sharing important information. This demands a high level of awareness of each child's characteristics and be usual behaviours. It underlines the need to keep detailed records and thorough handovers from staff.

### **Procedure in a case of Suspected Abuse**

Where a case of abuse is suspected, an immediate report must be made to the Linda Hogan - Designated Safeguarding Lead, or person acting in their place, identifying any evidence of abuse, or reasonable suspicion that abuse has taken place. This report must be made the same day as the evidence is seen or suspected.

### **Procedure in the case of Abuse by a member of Staff**

Where the allegation implicates an employee of the organisation under NO circumstances should staff (including the Head of School or Senior Leadership Team) investigate reports or suspicion of abuse themselves.

If the allegation or suspicion concerns the Designated Safeguarding Lead or person acting in their place, the report should be made contacting Liverpool's Designated Officer (formerly LADO) Raymond Side: Telephone 0151 225 8101 / 0151 225 8103. Email [raymond.side@liverpool.co.uk](mailto:raymond.side@liverpool.co.uk)

Where the Head of School is the subject of an allegation the Chair of *Governors (Keeping Children Safe in Education para 113 July 2015)* should be informed.

The Designated Safeguarding Lead will **fact find** any alleged incidents that relate to abuse within the School or during an activity planned and executed by the School.

If it is clear that abuse may have taken place the "Liverpool Safeguarding Children Board" or the "Safeguarding Children Board" from the pupils' own Authority will be informed immediately. The member(s) of staff implicated in the allegation will, without prejudice, be immediately suspended from their duties. They will be advised of their rights in this situation and informed of where they can obtain appropriate representation and support.

The Designated Safeguarding Lead, or designated Safeguarding Officer, will then follow the procedure set out in "Liverpool Safeguarding Children's Board" Procedure Manual. Referral to be made to the Liverpool Safeguarding Children's Board, OFSTED and the Chair of Governors.

### **Procedure to deal with Disclosure by a Child or Young Person**

If a child or young person tells you he/she is being abused:-

- Allow them to speak without interruption accepting what is said. Give time.
- Do not add your own personal opinion or question.
- You cannot promise to make things better.

- Advise them that you will offer support but that you cannot keep information confidential, you MUST pass information onto the Designated Safeguarding Lead.
- Record the facts as you know them, including the account given to you by the young person and immediately give a copy to the Designated Safeguarding Lead.
- Do not share this information with other staff members.

Any incident or suspicion of a child protection issue should be reported to OFSTED within 24 hours. The Chair of Governors will be informed of all actions taken on the day of reporting.

All information shared within the Safeguarding process should be recognised as confidential and should only be shared within the professional process.

This policy is published online to ensure that parents and external agencies can recognise and understand our approach to Safeguarding Children and Young People.

### **Complaints Procedure for Parents**

If parents or carers have any concerns or complaints, they should first contact our Complaints Officer, Linda Hogan before the next stage of contacting their authorities or Ofsted.

Parents should also know how to express their concerns by contacting the Designated Safeguarding Lead or the “Liverpool Children Safeguarding Board.”

### **Recording A Case of Abuse**

A form to report concerns or allegations of abuse, including allegations and abuse by employees, can found in the appendix to this Policy. (Form A)

A form to record a child’s or young person’s disclosure can be found in the appendix of this policy (Form B)

Further guidance regarding information on specific Safeguarding Issues, can be found in the Safeguarding file stored in the office of the Head of Care. Issues include Female Genital Mutilation and Child sexual exploitation.

### **Training**

The Designated Safeguarding Lead and the Safeguarding Team will receive training on a two year cycle.

All employees at the Royal School for the Blind will undertake training in Safeguarding yearly.

All staff supervisions include discussions on safeguarding and these are 3 x yearly.

### **Prevent duty**

From 1<sup>st</sup> July 2015 all schools are subject to a duty under section 26 of the counter terrorism and security act 2015 in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism” this duty is known as the prevent duty. We have further information in annex A of keeping children safe in education and this is discussed during our safeguarding training as is child exploitation and FGM.

### **Statutory Framework**

This policy has been realised through applying the advice and requirements of appropriate guidance for child protection in schools, including:-

- The Children Act 1989.

- The Children Act 2004.
- The Education Act 2002.
- Working Together to Safeguard Children (2015).
- Keeping Children Safe in Education (Department for Education 2016).
- Dealing with Allegations of Abuse against Teachers and Other Staff (Department for Education, 2012).
- Liverpool Local Safeguarding Children Board, requirements for Schools and where to find them.
- Liverpool Safeguarding Children Board interagency child protection and safeguarding procedures.

## Appendix:

### Signs and Indicators of Abuse

Guidelines provided by “Liverpool Safeguarding Children Board” (LSCB) are available to read or download online at: <http://www.liverpoolscb.org/index.html> However, the guidelines are updated regularly and it’s recommended that downloaded copies be discarded after 72 hours.

### Useful contacts

Liverpool Authority Designated Officer (formerly LADO)

Raymond Side:           Safeguarding Unit  
                                  The Ray Hurst Centre  
                                  Pendine Close  
                                  Liverpool L6 3BH  
                                  Telephone 0151 225 8101  
  0151 225 8103  
                                  Email : [raymond.side@liverpool.gov.uk](mailto:raymond.side@liverpool.gov.uk)

- Liverpool Safeguarding Children’s Board Team  
Email : [LSCBTeam@liverpool.gscx.gov.uk](mailto:LSCBTeam@liverpool.gscx.gov.uk)  
Tel : 0151 233 0493/0510
- Ofsted :0300-123-1231
- Careline: For Adults :0151-233-3800  
                  For children :0151 233 3700
- Childline :0800 1111
- Merseyside Police :0151 709 6010
- Designated Safeguarding Lead for RSB Liverpool: [linda.hogan@rsblind.co.uk](mailto:linda.hogan@rsblind.co.uk)



**Cause for Concern/ incident**

Child's Name :		Male/Female:	
Child's DOB :			
	Cause for concern	Incident	Possible Safeguarding?
Tick as appropriate			
Date and time of concern :			
Your account of the concern : (what was said, observed, reported and by whom)			
Additional information : (your opinion, context, witness names)			
Your response : (what did you do/say following the concern/incident)			
Your name :		Your signature :	
Your position in school :		Date and time of this recording :	
Action and response of Safeguarding Lead/ Assistant Head (as appropriate)			
Feedback given to member of staff reporting concern:		Information shared with any other staff? If so, what information was shared and what was the rationale for this?	
Name: .....		Date:.....	

## Checklist

- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?
- ✓ Date and time of written record?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Vocabulary should be written down verbatim.)
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ The record includes an attached completed body map (if relevant) to show any visible injuries (body map available at newsroom within school )

Audit date:	Audited completed by:		
Overall RAG rating (see key below)			
Action needed	Timescale	Name and position of person responsible	Date action completed

<b>RED</b>	Indicates that information from the checklist is lacking and deficiencies need to be addressed as a matter of urgency
<b>AMBER</b>	Indicates that key information is included but recording could be further improved
<b>GREEN</b>	Indicates that the recording meets the above required standards

*If you intend to give a copy of the above action plan to the member of staff, please ensure they are not given page 1 , i.e. the actual record of concern form which contains confidential details.*

Form B Recording a Disclosure

**School Record of Pupil Disclosure Form**

Pupil's details Full name

Address

Telephone

Date of birth

Gender:            Male    Female

Does the pupil know this form has been completed?        Yes    No If not, why not?

If yes, what did the pupil say?

What has the pupil disclosed? Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the pupil leading questions or try to investigate the concern yourself

What have you observed and when? (This relates to anything you have personally witnessed)

What have you been told and when? (Write here anything you have been told by the pupil or any other person. Be clear about who has said what)

What have you heard and when? (This may be third-party information that is relevant but as yet unsubstantiated) If an allegation has been made, give any details you have about the alleged abuser

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Does the pupil have any visible injury, or have they told you they have been injured? Yes No If yes, has medical advice been sought?

Has any action already been taken in relation to this concern? (for example, pupil taken out of class, first aid

Date and time of this record

Your details

Full name

Position

If you are not a member of the school staff please provide details of your school, agency or service together with a contact telephone number.

Name and position of the person this record was handed to:

Date and time the above person received this record

If this record has been handed to anyone other than the designated person please explain why

Hand this form to the Designated Person before you go home. If the Designated Person is unavailable, hand it to their Deputy, the Head of School or your Line Manager.

If you have used additional sheets to complete this record of concern please staple them to this form and write the number of additional sheets here \_\_\_\_\_

Date approved by Governors: Jun-17

Date of Review: Jun-18