

PHOENIX SCHOOL
FOUNDED 1977



Child Protection and Safeguarding Policy

September 2021



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Table of Contents

2	Definitions
3	Introduction
5	Roles and responsibilities
8	Types of abuse
11	Responding to signs of abuse
13	Record-keeping
14	Photography and images
15	Early Help
16	Staff training
17	Safer recruitment
18	Allegations of abuse against staff
19	Promoting safeguarding and welfare in the curriculum
20	Safeguarding in Malawi
21	Summary
<hr/>	
22	Appendix A Indicators of Abuse
23	Appendix B The Malawi context

1

Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2020) as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, contract staff, volunteers and trustees working in or on behalf of **Phoenix School**.

2

Introduction

2.1 Phoenix School recognise that safeguarding and child protection is an essential part of our duty of care to all pupils and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and where possible work with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

Phoenix School recognises the necessity of a Safeguarding and Child Protection. This policy, whilst based on UK practise and procedures, acknowledges the need for sensitivity to cultural norms and an awareness of cultural differences.

2.2 Purpose

The purpose of this policy is to:

- Promote safeguarding and child protection and to demonstrate **Phoenix School's** commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to **Phoenix School's** safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;
- Ensure that children are protected from maltreatment or harm.

2.3 Principles

Phoenix School is committed to the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

The safeguarding aims of **Phoenix School** are to:

- work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- ensure that we adhere to safer recruitment guidance, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- maintain a recording system for any safeguarding or child protection information;
- ensure that everyone at **Phoenix School** understands the safeguarding procedures; and
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

3

Roles and Responsibilities

3.1 The Role of the Headteacher as Chief Designated Safeguarding Lead and Child Protection Officer

- Ensure that Phoenix School has an effective child protection policy and that it is published on the Phoenix School website or available by other means.
- Ensure that this policy is reviewed annually.
- Ensure that this policy and associated procedures are adhered to by all staff.
- Ensure that all staff are made aware of who the designated safeguarding leads are.
- Decide whether to have one or more safeguarding leads and ensure they are trained to a high standard.
- Appoint a lead for online safety: **Gill Knox**.
- Respond to allegations of abuse against all other members of staff.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Phoenix Teaching Code of Conduct).

3.2 The Role of the Designated Safeguarding Leads

The Designated Safeguarding Lead for KS1 and EY is
Maria McCaulder

The Designated Safeguarding Lead for KS2 is
Amanda Yiannakis

Each designated safeguarding lead will:

- Take overall lead responsibility for safeguarding and child protection in **Phoenix School**;
- Act as a source of support and expertise on matters relating to safeguarding and child protection within their designated Key stage and learning Years to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from early help;
- Be available during school hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Ensure all staff have read and understood Part 1 of Children Safe in Education (September 2020);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with other relevant education professionals (e.g. Learning Support, Specialist and Class Teachers) to ensure children with additional vulnerabilities are safeguarded;

-
- Promote a 'culture of safeguarding', in which every member of **Phoenix School** community acts in the best interests of the child; and,
 - Liaise with the headteacher regarding safeguarding cases and issues.

3.3 The Role & Responsibilities of all Staff within School

School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in **Phoenix School**:

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of the safeguarding and child protection policy, procedures and identified DSL
- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2020) and receive training on their safeguarding roles and responsibilities;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead
- Should always seek advice from the Designated Safeguarding Leads if they are unsure; and,
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties(Phoenix Teaching Code of Conduct).

4

Types of Abuse

4.1 Staff will be trained (Educare) in indicators of abuse and should be able to recognise signs of abuse. Abuse can take many forms and can involve directly inflicting harm on a child, or failing to protect a child from harm.

The four main types of abuse that staff are trained to recognise are:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

4.2 Types of abuse (Taken from Working Together to Safeguard Children, 2015)

Type of abuse	Information
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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). 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 persistent 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 cyber bullying), 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.

Type of abuse	Information
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. The sexual abuse of children by other children is a specific safeguarding issue in education.
Child sexual exploitation (CSE)	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.
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, for example, 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.

(see Appendix A for Indicators of abuse)

4.3 Peer on Peer Abuse

Peer on peer abuse is where children abuse other children and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.

- 4.3.1 **Phoenix School** recognises that safeguarding issues can manifest as peer on peer abuse and will ensure staff understand what is meant by peer on peer abuse and include this in the annual safeguarding training.
- 4.3.2 **Phoenix School** will work to prevent peer on peer abuse by following the Whole School Behaviour policy & Anti bullying policy, focusing on positive relationships in our PSHE/RHE curriculum, monitoring and being vigilant.
- 4.3.3 In the event that an allegation of peer on peer abuse is made, **Phoenix School** will investigate this in accordance with the Whole School Behaviour Policy and Anti Bullying Policy and keep a record of the incident in the child's personal file as well as the Child welfare/child protection file.
- 4.3.4 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by teachers, the DSL team /or child welfare counselor to be decided on a case by case basis.
- 4.3.5 **Phoenix School** will never pass off peer on peer abuse as 'banter' or 'part of growing up'.

5

Responding to Signs of Abuse Reporting

Responding

5.1 If a member of staff, parent or member of the community is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible.

5.2 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately:

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play.
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality.
- Any significant changes in a child's presentation.
- Any concerns relating to people who may pose a risk of harm to a child.
- Any disclosures of abuse that children have made.

Disclosures

5.3 There will be occasions where a child discloses abuse directly to a member of staff. If this happens, the member of staff will:

- **listen carefully to the child** and believe what they are saying;
- **not promise confidentiality**, as information may need to be passed on so the child and family can receive additional support;
- **Only ask for clarification** if something is unclear and will not ask 'leading' questions;
- **report disclosure** to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- **only discuss the issue with colleagues that need to know about it;** and
- **will write-up the disclosure and pass it to the designated safeguarding lead.** It is likely they will have a discussion with the DSL prior to this.

Action

5.4 The designated safeguarding lead in conjunction with the head teacher will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure.

6

Record-Keeping

- 6.1 A written record** of all safeguarding and/or child protection concerns, discussions and decisions made will be kept. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

- 6.2 Staff will submit concerns in writing to the DSL** at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

- 6.3 In the event that a child moves school,** relevant safeguarding information will be, wherever possible, shared with the relevant authority in the new school.

7

Photography and Images

- 7.1 Consent from parents to photograph children** at school events for promotional reasons will be sought at the start of each school year.
- 7.2 Parents can withdraw consent at any time** and must notify **Phoenix School** if they do not wish their child's photographs to be used.
- 7.3 Photographs of children used publicly** will not be displayed with their name or other personal information.

8

Early Help

- 8.1 Phoenix School is committed to supporting families** as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. **Phoenix School** works closely with its families to improve outcomes for children.

9

Staff Training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Phoenix School has committed to providing training and learning opportunities by providing access to Educare. All staff members will be made aware of Phoenix School's safeguarding processes and structures and will receive training on these as part of their annual professional development training and refresher. They will also receive and have digital access to:

- This 'Safeguarding and Child Protection Policy'.
- Copies of Part 1 and Annex A of Keeping Children Safe in Education (September 2020).

10

Safer Recruitment

10.1 Phoenix School is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and follow safer recruitment practices at all times.

10.2 Any visitor to Phoenix School who has not been subject to the necessary checks will sign our volunteer declaration form and will be supervised at all times.

11

Allegations of Abuse Against Staff

11.1 Phoenix School takes all allegations against staff seriously and will investigate all such concerns.

11.2 If a concern or allegation of abuse arises against the Headteacher, it must be reported to the Chair of Governors without delay.

11.3 If a concern or allegation of abuse arises against any member of staff other than the Headteacher, it must be reported to the Headteacher without delay.

11.4 Allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.5 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not have resigned.

11.6 Whistleblowing

11.6.1 Phoenix School operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or Phoenix School's safeguarding processes to the senior leadership team.

11.6.2 The senior leadership team will take all concerns seriously.

11.6.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to the Chairman of the Board of Governors.

12

Promoting Safeguarding and Welfare in the Curriculum

12.1 Phoenix School recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 Children at Phoenix School will receive PSHE curriculum and training in E-safety as part of our promotion of safeguarding across the curriculum.

13

Safeguarding in Malawi

Phoenix School will adhere at all times to the laws governing safeguarding and child welfare in Malawi and liase with the appropriate social welfare, law enforcement and legal institutions as necessary.

***See Appendix B**

14

Summary

Phoenix School is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child.

Appendix A

Indicators of abuse

(Taken from What to do if you are worried a child is being abused, 2015)

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away;
- Children who shy away from being touched or flinch at sudden movements.

Appendix B

The Malawi Context

- Malawi has passed a Childcare, Protection and Justice bill (2010)
- There is a Social Welfare Department, Child Protection Officers and Social Welfare Officers; their limited resources.
- A One Stop Centre for those sexually abused is now operational at QE, with trained counsellors, Child Protection Officers and Social Welfare Officers. Their resources are limited.
- There are options within the private sector for professional counselling. Concerned parents may be guided to seek help from these counsellors.

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Reviewed by: Gill Knox, Maria McCaulder and Amanda Yiannakis

Shared with staff: September 2021

Frequency of review: Annually

Headteacher and Chief Designated Safeguarding Lead/Child Protection Officer: Gill Knox, Head Teacher

Designated Safeguarding Lead KS2: Amanda Yiannakis Teacher

Designated Safeguarding Lead KS1 & EY: Maria McCaulder Head of Early Years and Key Stage 1



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