

St. John's C of E Primary School

Child Protection Policy DRAFT

**(Including the Management of
Allegations against Staff & Volunteers)**

Date policy agreed: September 2011 Review date: September 2012

The Designated Person in St. John's C of E Primary School for Child Protection is

Emma Baker

In his/her absence the Designated Person for Child Protection is

Martina Martin

The Nominated Governor for Child Protection is

Jenny Crook

Contact details 0208 406 1342 jenny.crook@blueyonder.co.uk

Local Authority Contacts

Local Authority Designated Officer: The Local Authority Designated Officer (LADO) is the contact person for Heads or Chair of Governors when there is a concern or allegation that a staff member or volunteer has : Behaved in a way that has harmed a child, or may have harmed a child, or possibly committed a criminal offence against or related to a child or behaved towards a child in a way that indicates they are unsuitable to work with children.

The LADO sits within the Children's Quality Assurance and Safeguarding Service. Telephone 020 8726 6000 Extn 63237

For general child protection, safeguarding advice or to check if a child has a Child Protection Plan: The Children's Quality Assurance and Safeguarding Service (CQASS) offers child protection advice in relation to practice and policy within Croydon and in respect of the London Child Protection Procedures. The CQASS is also responsible for the reviewing of children subject to Child Protection Plans and children looked after. Requests for information about these children can be made to the CQASS. **Telephone 020 8726 6000 Ext: 63237 and ask to speak to one of the managers.**

Allegations Manager / Safeguarding Children coordinator:

Nefertiti Logan

Telephone: 020 8760 5460 direct line 0208 686 4433 x 65460 or Ext 60422

email:nefertiti.logan@croydon.gov.uk

Lead Officer for Safeguarding in Education / Every Child Matters Facilitator:

Telephone: 020 8686 4433 Ext 62362

For Child Protection and Child in Need referrals: The Intake and Assessment team sits within Children, Young people and Learners. This is the social work service that is responsible for receiving and assessing referrals on children where it is believed they are suffering from or at risk of significant harm. The Intake and Assessment team are also responsible for considering children who may have a number of needs and require support. These children may require a Common Assessment Framework (CAF) and the Intake and Assessment Team can advise about this. Some children may already have an allocated social worker and the Intake and Assessment team will advise on this and who to contact in this event.

Children Service Intake and Assessment team Telephone 020 8726 6000 Extn 84267 or 84262

Emergency Duty Team: A social work service for emergencies only is available between 5pm and 8.30am Monday to Friday and during the weekend hours. **Referrals are made to the EDT social work staff via London Borough of Croydon switchboard on 020 8726 6000 who will contact the appropriate staff.**

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Introduction

All schools are required to have a Child Protection Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare. St John's C of E Primary School takes very seriously its duty towards all its pupils who have been entrusted to its care and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to.

St John's C of E Primary School understands that our work in safeguarding and protecting children must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures.

We understand the term safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.

All staff at St John's C of E Primary School believe that a range of other school policies are central to many aspects of the school's Child Protection Policy, and this document should therefore be read in conjunction with our Policies for:

- Anti-Bullying
- Attendance
- Behaviour Management and Physical Intervention
- E-safety
- Health & Safety
- Safer Recruitment
- Safe Working Practices for Staff and Volunteers

Our Child Protection policy is written with due regard to the national guidance "Safeguarding Children and Safer Recruitment in Education" published by the Department for Children Schools and Families in January 2007 and will be reviewed each time any subsequent guidance is issued by the Secretary of State.

Our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board. Those procedures which have been adopted by the Croydon Local Safeguarding Children Board are available from <http://www.londonscb.gov.uk/procedures/>

Our procedures will be followed by all adults, including volunteers, working with or on behalf of the school.

This policy is available to all parents either in hard copy or from our website: www.st-johns.croydon.sch.uk

1. St John's C of E Primary School CHILD PROTECTION AND SAFEGUARDING POLICY STATEMENT

St John's C of E Primary School is committed to Safeguarding and promoting the welfare of all its pupils. The Governors expect all staff and volunteers to share this commitment by demonstrating their understanding of how each individual adult working on behalf of the school has an active part to play in protecting children from harm and promoting their welfare.

- 1.1. All staff must be clear about their own role and that of others in providing a caring and safe environment for all pupils and must know how they should respond to any concerns about an individual child that may arise.
- 1.2 To this end **St John's C of E Primary School** will ensure that all staff, whether permanent or temporary, and volunteers know who is the member of the senior leadership team who has designated overall responsibility for child protection and safeguarding.
- 1.3 The Designated Person for Child Protection details can be found on Page 2 of this policy.
- 1.4 In the absence of the designated person we will ensure that we have a member of staff who has the knowledge and skills necessary to deputise.
- 1.5 All staff will receive training during their induction period, and regularly thereafter at a minimum of every 3 years in order that they are equipped with the skills needed to keep children safe.
- 1.6 **St John's C of E Primary School** will always follow safe recruitment procedures so that we can be confident that all adults working in our school are safe to do so.

2. The aims of this policy

- 2.1 An effective whole school child protection policy is one that provides clear direction to staff and others about the expected behaviour when dealing with child protection issues. An effective policy makes explicit the School's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring are handled sensitively, professionally and in ways that support the child's needs.
- 2.2 This policy applies to all pupils, staff, governors, volunteers and visitors to St. John's Cof E Primary School

3. Framework

- 3.1 Key documents, which inform this policy, are:
 - "Safeguarding Children and Safer Recruitment in Education" DCSF Jan 2007
 - Working Together to Safeguard Children – DH 1999
 - Framework for the Assessment of Children in Need and their Families – DH 2000
 - What to do if you are worried a Child is being Abused - DfES 2003
 - The London Child Protection Procedures – LSCB 2007
 - Croydon LEA Safeguarding Children Policy and Procedures 2005

3.2 There are three main elements of our child protection policy.

3.3 Prevention

- ❖ Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- ❖ Raising awareness of all staff, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- ❖ Ensuring that all adults within our School who have access to children have been rigorously checked as to their suitability using safe recruitment procedures.

3.4 Protection

- ❖ Through the establishment of a systematic means of monitoring children, known or thought to be at risk of harm.
- ❖ Through the establishment of structured procedures within the School which will be followed by all members of the School community in cases of suspected abuse.
- ❖ Through the development of effective working relationships with all other agencies, involved in safeguarding children.

3.5 Support

- ❖ Ensuring that key concepts of Child Protection are integrated within the curriculum via PSHE and pupils are educated about risks associated with internet use and new technology.
- ❖ Ensuring that children are listened to and their concerns taken seriously and acted upon
- ❖ Working with others to support pupils who may have been abused to access the curriculum and take part in School life

4. Roles and Responsibilities

4.1.1 The **Governing Body** takes seriously its statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our School to identify, assess, and support those children who are suffering harm.

4.1.2 Safeguarding and promoting the welfare of children (as defined by '*Safeguarding Children & Safer Recruitment, Jan. 2007*) is:

- ❖ Protecting children from maltreatment;
- ❖ Preventing impairment of children's health and development;
- ❖ Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- ❖ Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

4.1.3 "Safeguarding" is taken to mean all agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address

those concerns, working to agreed local policies and procedures in full partnership with other agencies”

4.1.4 Safeguarding also encompasses issues such as pupil health and safety, bullying and a range of other issues, e.g. arrangements to meet the medical needs of children with medical conditions, providing first aid, School security, drugs and substance misuse.

4.1.5 Where there are statutory requirements, the School will have in place policies and procedures that satisfy and comply with any guidance issued by the secretary of state. (DfES ‘*Safeguarding Children & Safer Recruitment, Jan. 2007*)

4.2 Responsibilities of the Head Teacher

The Head teacher will

- ❖ Ensure that the safeguarding policies and procedures are fully implemented and followed by all staff.
- ❖ Ensure that resources are allocated to enable the designated person and other staff as needed, attend strategy discussion, inter-agency meetings, contribute to assessments etc.
- ❖ Ensuring that appropriate members of staff have received training on the use of the Common Assessment Framework (a standardised early assessment) in order to identify any additional needs that a child or young person may have so that they may receive appropriate support at an early stage.
- ❖ Ensure that there is an identified deputy to take on the above responsibilities in the absence of the head teacher.
- ❖ Be responsible for receiving allegations against staff and volunteers.
- ❖ Record details of all allegations against staff and volunteers and report to the LA Allegations Manager in order to ensure allegations are dealt with in an objective and transparent way.
- ❖ Consult with the LA designated allegations manager before responding to an allegation.
- ❖ Be responsible for carrying out any actions agreed with the LA allegations manager and reporting on outcomes.

4.3 Responsibilities of the Designated Person for Safeguarding Children

- ❖ Referring a child if there are concerns about a child’s welfare, possible abuse or neglect to the Children’s Social Care duty team.
- ❖ Ensuring that detailed and accurate written records of concerns about a child are kept, even if there is no need to make an immediate referral.
- ❖ Ensuring that all such records are kept confidentially, securely and are separate from pupil records. The file will contain a front sheet listing dates and brief entry to provide a chronology.

- ❖ Ensuring that an indication of further record-keeping is marked on the pupil records.
- ❖ Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- ❖ Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributing to the Framework for Assessments process, and provide a report which has been shared with the parents.
- ❖ Ensuring that all School staff and volunteers are aware of this policy and procedures, and know how to recognise and refer any concerns.
- ❖ Attend appropriate training as required by the Croydon Safeguarding Children Board in order to keep up to date with current knowledge in fulfilling the role.
- ❖ Attend the training provided specifically for the designated persons at least once every two years.
- ❖ Ensure that all staff receive appropriate training once every three years.
- ❖ Attend Designated Teacher network meetings organised by the CYPL Safeguarding Children Coordinator, to ensure that staff are updated regularly on current child protection issues such as Sexually Active Children, Female Genital Mutilation, Forced Marriage Of A Child and to provide a forum for the development of good practice.
- ❖ Providing, with the head teacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the designated person, and by all staff and governors; and the number of children on the child protection register.

4.4 Responsibilities of the teaching and non teaching staff in the School

- ❖ Undertake appropriate training in relation to safeguarding and promoting the welfare of children at least once every three years and apply in practice.
- ❖ Be alert to signs of abuse and report immediately to the Designated Person.
- ❖ Comply with the School policies and procedures on behaviour management and the staff code of conduct.

5. Training and support

The Governing body will ensure that

- 5.1 We have a designated senior member of the leadership team for child protection who has undertaken appropriate Designated Senior Person Child Protection training in agreement with the CYPL Safeguarding Children Coordinator.
- 5.2 We identify and train a nominated governor for child protection.
- 5.3 We have a senior member of staff who will act in the Designated Persons absence, who has also received the multi-agency training.
- 5.4 The designated person will attend appropriate training as required.
- 5.5 All members of staff will receive appropriate training to develop their:
 - understanding of signs and indicators of abuse, (*appendix 1*)
 - understanding of how to respond to a pupil who discloses abuse, (*appendix 2*).
 - understanding of the procedures to be followed in sharing a concern of possible abuse or a disclosure of abuse, (*appendix 3*).
- 5.6 New staff, supply staff and volunteers will be advised of the School's child protection arrangements and contact details of the Designated Person, as part of their induction into the School.

6. KEEPING CHILDREN SAFE

6.1 Child Protection - Responding to concerns about individual children

- 6.1.1 All children at **St John's C of E Primary School** must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.
- 6.1.2 All staff must:
 - Listen to what the child is saying without interruption and without asking leading questions.
 - Respect the child's right to privacy but not promise confidentiality
 - Reassure the child that h/she has done the right thing in telling.
 - Explain to the child that in order to keep him/her safe from harm the information that has been shared with must be passed on.
 - Report what was has been disclosed to the Designated Person in the school.
 - Record, as soon as is practicable, what was said using the child's actual words
 - Sign and date the record.
- 6.1.3 The Designated Person for Child Protection will:
 - Assess any urgent medical needs of the child.
 - Consider whether the child has suffered, or is likely to suffer significant harm.
 - Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan.

- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- Seek advice if unsure that a child protection referral should be made.

6.1.4 The Designated Person will either make a referral to the child's Local Authority Children Services or, if a referral is not considered appropriate at that stage, make full written records of the information that they have received detailing the reasons for the judgement that the matter was not referred to the local authority.

6.2 Child Protection – Recognition and Response to Abuse

6.2.1 Owing to the nature of the day-to-day relationship children at St. John's C of E Primary have with staff all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person.

6.2.2 All staff must therefore be alert to any possible indicators that a child is suffering harm and report any concerns to the Designated Person for Child Protection. All staff at St. John's C of E Primary must recognise that it is a statutory duty to ensure that children are protected from harm. We recognise that there are four definitions of child abuse, including neglect, as defined in Chapter 4 of the London Child Protection Procedures and as précised in this policy, which should be consulted as a reference document for full details of the definitions and recognition & response.

The four categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse, and
4. Neglect

Physical Abuse

May include: Hitting, shaking, throwing, poisoning, and burning, scalding, drowning, suffocating or otherwise causing physical harm to a child including the deliberate fabrication or causation of illness in a child.

May be recognised by: Physical injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

It is not appropriate for any member of staff to undress, photograph or body map any child in an attempt to see physical injury. This is the role of child protection and investigating agencies.

Emotional Abuse

May Include: The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development, mental health, behaviour and self-esteem. This may caused by conveying to

children that they are worthless, unloved or unvalued or by developmentally inappropriate expectations being made or by causing children to frequently feel frightened or the exploitation or corruption of children.

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

Sexual Abuse

May Include: Involving or forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. Such activities may involve sexual acts (penetrative or non-penetrative) or may include involving children in watching or taking part in pornographic material or to encourage children to behave in sexually inappropriate ways.

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports / PE etc, pain or itching in genital area, blood on underclothes, bruising in genital region and / or inner thighs etc.

Neglect

May include: 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 (growth and intellect) such as failing to provide adequate food, shelter (including keeping children safe), clothing, or neglect of or unresponsiveness to a child's basic emotional needs.

May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adult's under the influence of alcohol or drug misuse.

6.3 Safeguarding – Providing a Safe Environment

6.3.1 All parents and carers of pupils attending St. John's C of E Primary must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will do this by:

- Promoting a caring, safe and positive environment within the school
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken
- Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what acceptable behaviour is and what is not.

- Working in partnership with all other services and agencies involved in the safeguarding of children
- Displaying appropriate posters that detail contact numbers for child protection help-lines
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our school
- Welcoming visitors in a safe and secure manner
- Undertaking risk assessments when planning out of school activities or trips
- Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

7 Safeguarding & Child Protection in Specific Circumstances

7.1 Attendance

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

- (1) We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker within one day
- (2) We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day
- (3) We will always report a continued absence about which we have not been notified by the parent or carer to the Education Welfare Service
- (4) We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day
- (5) We will always report to the Education Welfare Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

7.2 Pupil Behaviour

We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

- (1) No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action
- (2) We will always record any occasion when physical intervention has been necessary
- (3) We will always notify parents or carers of any such incident

7.3 Bullying

We understand that bullying is harmful to children. We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and

the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying make take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

7.4 E-Safety

We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. We have an e-safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school.

We also recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

7.5 Health & Safety

We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

8. Working Together with Parents/Carers

8.1 Parental Involvement

It is important that parents/carers understand the School's responsibility to:

- ❖ Safeguard and promote the welfare of children
- ❖ Share information and work in partnership with other agencies when there are concerns about a child's welfare.

In general the staff will seek to discuss any concerns about a child's welfare with the family and, where possible, seek their agreement to making referral to children's social care. **However this should only be done where it will not place a child at increased risk of significant harm.**

8.2 Pupil Information

We recognise the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- emergency contact details
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

8.3 Confidentiality

Information about pupils given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant and information only a “need to know” basis in order to support the child if that is necessary and appropriate.

We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing.

We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of St. John’s staff. We also have a duty to send copies of these records to any school to which the pupil transfers.

8.4 Referrals to partner agencies

If we have a reason to be concerned about the welfare of a child we will always seek to discuss this with the child’s parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Children’s Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

8.5 Sharing our Policy

This policy is available to all parents and parents of prospective pupils.

9. Safe Recruitment

Preventing unsuitable people from working with children and young people is essential to keeping children safe. Rigorous selection and recruitment of staff and volunteers is therefore key to a key responsibility of **the head teacher and Governing Body**. We will therefore ensure that the following areas are addressed.

9.1 Preparation

- We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role.
- We always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification.
- The **head teacher and nominated governor** will complete the National College for School Leadership online training in Safer Recruitment and ensure that safe recruitment procedures are followed.

9.2 Advertising

- We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants.
- The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment.

The advertisement will state that the post is subject to an enhanced Criminal Records Bureau check.

9.3 Applications

- We will ensure that our application form enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions.
- We will scrutinise all completed application forms.
- We will not accept CVs

9.4 References

- We will not accept open references or testimonials.
- We will ask for the names of at least two referees.
- We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children.
- We will follow up any ambiguous statements.

9.5 Interviews

- We will always conduct a face to face interview even when there is only one candidate.
- Our interview panel will always contain at least one member trained in safer recruitment practice.
- Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children.
- All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work.

9.6 Appointments

- DfE List99 check; Criminal Records Bureau checks; identity checks and qualification checks will be carried out in accordance with the DCSF guidance "Safeguarding Children and Safer Recruitment in Education" 2007.
- Our offer of appointment will be conditional on all requested checks having been returned as satisfactory.
- We will refer to the Independent Safeguarding Authority any person whose checks reveal that they have sought work when barred from working with children.

9.7 Induction

- We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance.

9.8 Continuing Professional Development

- We will ensure that all staff receives regular training in Child Protection.

9.8 Supervision

- A central record of checks will be maintained and reviewed regularly (termly) by the **designated Safeguarding Governor**
- We will always supervise staff and act on any concerns that relate to the safeguarding of children.

9.9 Allegations

- We will always follow the procedure for the management of allegations against staff as outlined in the London Child Protection Procedures.

9.10 Dismissal

- We will always refer to the Independent Safeguarding Authority any member of staff who is dismissed because of misconduct relating to a child.

10. Records and monitoring

Well kept records are essential to good child protection practice. Our School is clear about the need to record any concern held about a child/ren within School, the need to keep child protection records **separate** from the main School file and in a locked cabinet, and when they should be passed to other agencies. All concerns and notes should be recorded on the Child Protection record contained in Appendix 6. Completed records are housed in class folders which are stored in the lockable central cabinet.

The **Governing Body** is responsible for reviewing this policy on an annual basis and ensuring that practice is line with the policy.

11. Extended Schools and lettings the use of the School premises by other organisations.

Where services or activities are provided separately by another body using the School premises, the **Governing Body** will seek written assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

12. Confidentiality

- ❖ We recognise that all matters relating to child protection are confidential.
- ❖ The Designated Senior Person will disclose personal information about a pupil to other members of staff on a need to know basis only.
- ❖ All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- ❖ We will always undertake to share our intention to refer a child to Children's Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

13. Supporting Staff

- ❖ We recognise that staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- ❖ We will support such staff by providing an opportunity to talk through their anxieties with the Designated Senior Person and to seek further support. This could be provided for all staff by, for example, the Head teacher, by Occupational Health, and/or a teacher/trade union representative as appropriate.

14. Allegations against staff

- ❖ All School staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- ❖ All staff should be made aware of the School's behaviour policy and the staff code of conduct, with reference to professional boundaries (including use of mobile phones, texting, out of hours activities and internet use)
- ❖ We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the head teacher or the most senior teacher if the head teacher is not present.
- ❖ The head teacher/senior teacher on all such occasions will discuss the content of the allegation with the LA Allegations Manager or Lead Officer for Safeguarding in Education before discussing the details with the member of staff concerned.
- ❖ We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff will therefore be made aware of their duty to raise concerns about the attitude or actions of colleagues. If an allegation made to a member of staff concerns the behaviour of the Head teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LA Allegation Manager without notifying the head teacher.

15. Physical Intervention/ Positive handling

The Use of Force to Control or Restrain Pupils and Permissible Forms of Contact are separate policies set out as part of our Physical Interventions guidance. These comply with the DCSF non -statutory guidance

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under LA child protection or disciplinary procedures.

16. Supporting vulnerable pupils.

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self worth or view the world as a positive place. We will try to ensure that this School provides a stable and secure place for all pupils through the development of policies and procedures that encourage self esteem and self motivation, good behaviour.

The School community will therefore:

- ❖ Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- ❖ Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.
- ❖ Provide across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

17. Bullying - (refer to the anti-bullying policy document)

Our procedures on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

17.1 Cyberbullying The School's procedures to prevent and manage cyberbullying are set out within separate policy and cross referenced to our anti-bullying policy.

18 Racist Incidents – (refer to the Race Equality and Cultural Diversity policy)

Our procedures on dealing with racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

19 Sexual exploitation/substance misuse will be referred to Children's Social Care within CSCB child protection procedures.

20. Pupils with Medical Needs

Our procedures for dealing with the medical needs of its pupils is set out in a separate policy and *has regard to:*

- *DfEE/DoH Good Practice Guide ' Supporting Pupils with Medical Needs' and*
- *DfES Circular14/96 Supporting Pupils with Medical Needs* and complies with the School's Health and Safety Policy.

20.1 There is no legal duty for School staff to administer medication to pupils and the staff who do so act in a voluntary capacity. Staff who provide medication, will be appropriately trained (contact Head of School Nursing for details) and be provided with all relevant information about the pupil's needs. No pupils under 16 will be given medication without his or her parent's/carer's consent. Training is available through the central training offer to Schools.

21. Looked After Children

21.1 The head teacher will ensure that a member of staff is appointed as a designated Teacher for LAC.

21.2 The education staff will contribute to the 'in care reviews' and/or case conferences of children who are subject of a child protection plan and to the Personal Education Plan.

The designated person for looked after children in this School is: Sara Kennard
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22. Photography, Video, Internet use – the policy on the subject is set out in a separate document.

23. Health & Safety - The policy on the subject is set out in a separate document

24. Work Experience – Risk assessments are carried out with any Work Experience pupils and the school Child protection procedures are outlined at the beginning of the work experience period.

25. Female genital Mutilation

This form of abuse involves mutilation by way of female circumcision, excision or infibulations. It causes long term mental and physical suffering, difficulty in giving birth, infertility and even death.

The designated person for child protection will:

- ❖ Ensure that all of the School staff are aware of the indicators of the possibility that a child be undergoing or has undergone FMG.
- ❖ Ensure that such concerns are brought to the attention of the designated person.

26. Forced Marriages

Forced marriage is a marriage conducted without the full consent of both parties and where duress is a factor. Such a marriage is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence.

If there is a concern that a child / young person (male or female) is in danger of forced marriage, the designated person for child protection will contact Children's social care without informing the parent/carer.

If there is an imminent threat of a child/young person being taken out of the country, the police and the Government's Forced Marriage Unit (www.fco.gov.uk / 020 7008 0230) will be contacted.

27. Self Harming & Suicidal Behaviour

Self-harm and suicide threats and gestures by a child put the child at risk of significant harm, and should always be taken seriously. They may also be indicative of psychological or emotional disturbance triggered by physical, sexual and / or emotional abuse or chronic neglect which may also constitute significant harm.

28. Sexually Active Children

Children under 13 years

A child under 13 is not legally capable of consenting to sexual activity. Any offence under the *Sexual Offences Act 2003* involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child.

Cases involving children under 13 should always be discussed with the child protection designated person.

Under the *Sexual Offences Act*, penetrative sex with a child under 13 is classed as rape. Where a member of staff is concerned that a child is involved with penetrative sex or other intimate sexual activity, there will always be reasonable cause to suspect that a child, whether girl or boy, is suffering or is likely to suffer significant harm.

The case should be referred to LA children's social care followed by a strategy meeting / discussion to discuss appropriate next steps.

Children 13 to 16 years

Sexual activity with a child under 16 is also an offence. Where it is consensual it may be less serious than if the child were under 13, but may nevertheless have serious consequences for the child's welfare. In every case of sexual activity involving a child

aged 13 to 15, professionals should consider, with the School's child protection designated person, whether they should initiate a discussion with other agencies about the risk of harm to the child and whether a referral should be made to LA children's social care. (*Refer to appendix 4 for an assessment of risk*).

29. Young Carers

In many families, children contribute to family care and well-being as a part of normal family life. A young carer is a child who is responsible for caring on a regular basis for a relative (usually a parent, grandparent, sometimes a sibling or very occasionally a friend) who has an illness or disability.

Many young carers experience:

- Social isolation;
- A low level of School attendance;
- Some educational difficulties;
- Impaired development of their identity and potential;
- Low self-esteem;
- Emotional and physical neglect;
- Conflict between loyalty to their family and their wish to have their own needs met.

Where a young carer is identified, the child's needs will be considered, using the Common Assessment Framework.

30. MONITORING AND REVIEWING OUR POLICY AND PRACTICE

30.1. Our Designated Person for Child Protection will continually monitor our child protection and safeguarding practices and bring to the notice of the Head teacher and governors any weaknesses or deficiencies.

30.2. The Governing Body has a duty to remedy any weaknesses that are identified.

30.3 A safeguarding audit will take place termly with the designated person for child protection, the head teacher and the designated safe guarding governor to review any issues regarding safeguarding which have arisen.

30.4 An annual report will be submitted to the Governors which will outline the child protection and safeguarding work we have undertaken during the year. Names of children will not be shared. Included in the report will be details of:

- The names of members of staff with designated child protection responsibilities
- Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
- The training that has been undertaken by the designated staff
- The training that has been undertaken by all other staff and volunteers
- Details of any incidents when physical restraint of pupils has been used
- Details of information and guidance that has been given to staff
- Details of safeguarding and child protection issues included in the curriculum
- Confirmation that all child protection records are stored securely and where appropriate have been transferred to another school
- Details of safeguarding and child protection information given to parents
- Details of the safety of the school site and the access given to visitors

- Confirmation that all school lettings have been agreed with consideration given to the safeguarding of children
- Numbers of child protection referrals made to Children's Services
- Details of child protection conferences or meetings attended regarding children (names of children are not shared)
- Numbers of children who are, or have been, subject to a Child Protection Plan

30.5 The Governors, Head teacher and Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.

30.6 Our Policy will be reviewed annually with Governors.

Appendix 1 – Types of abuse and their symptoms

1.1 – Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scolding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

Physical Abuse - Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> ▪ Unexplained injuries – bruises / abrasions / lacerations/ bite marks ▪ The account of the accident may be vague or may vary from one telling to another. ▪ Unexplained burns ▪ Regular occurrence of unexplained injuries <p>Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion.</p>	<ul style="list-style-type: none"> ▪ Withdrawn or aggressive behavioural extremes ▪ Uncomfortable with physical contact ▪ Seems afraid to go home ▪ Complains of soreness or moves uncomfortably ▪ Wears clothing inappropriate for the weather, in order to cover body. ▪ The interaction between the child and its carer

It may also be an indicator of concern if a parent/carer gives an explanation inconsistent with the injuries or gives several different explanations for the injury.

1.2 – 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 involve a parent failing to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.
- Leave a child with a responsible adult e.g. leaving a child in the care of an adult under the influence of alcohol or drugs.

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

Neglect – Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> ▪ Unattended medical need ▪ Underweight or obesity ▪ Recurrent infection ▪ Unkempt dirty appearance ▪ Smelly ▪ Inadequate / unwashed clothes ▪ Consistent lack of supervision ▪ Consistent hunger ▪ Inappropriately dressed 	<ul style="list-style-type: none"> ▪ Poor social relationships ▪ Indiscriminate friendliness ▪ Poor concentration ▪ Low self-esteem ▪ Regularly displays fatigue or lethargic ▪ Frequently falls asleep in class ▪ Frequent unexplained absences/ lateness ▪ Neurotic behaviour

1.3 – Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child’s emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill-treatment of another;
- Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children;
- Exploiting and corrupting children.

Emotional Abuse – Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> ▪ Poor attachment relationship ▪ Unresponsive / neglectful behaviour towards the child's emotional needs ▪ Persistent negative comments about the child. ▪ Inappropriate or inconsistent expectations ▪ Self harm 	<ul style="list-style-type: none"> ▪ Low self-esteem ▪ Unhappiness, anxiety ▪ Withdrawn, insecure ▪ Attention seeking ▪ Passive or aggressive behavioural extremes ▪ Developmental delay ▪ Attachment issues ▪ Watchfulness or stillness

1.4 - Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.

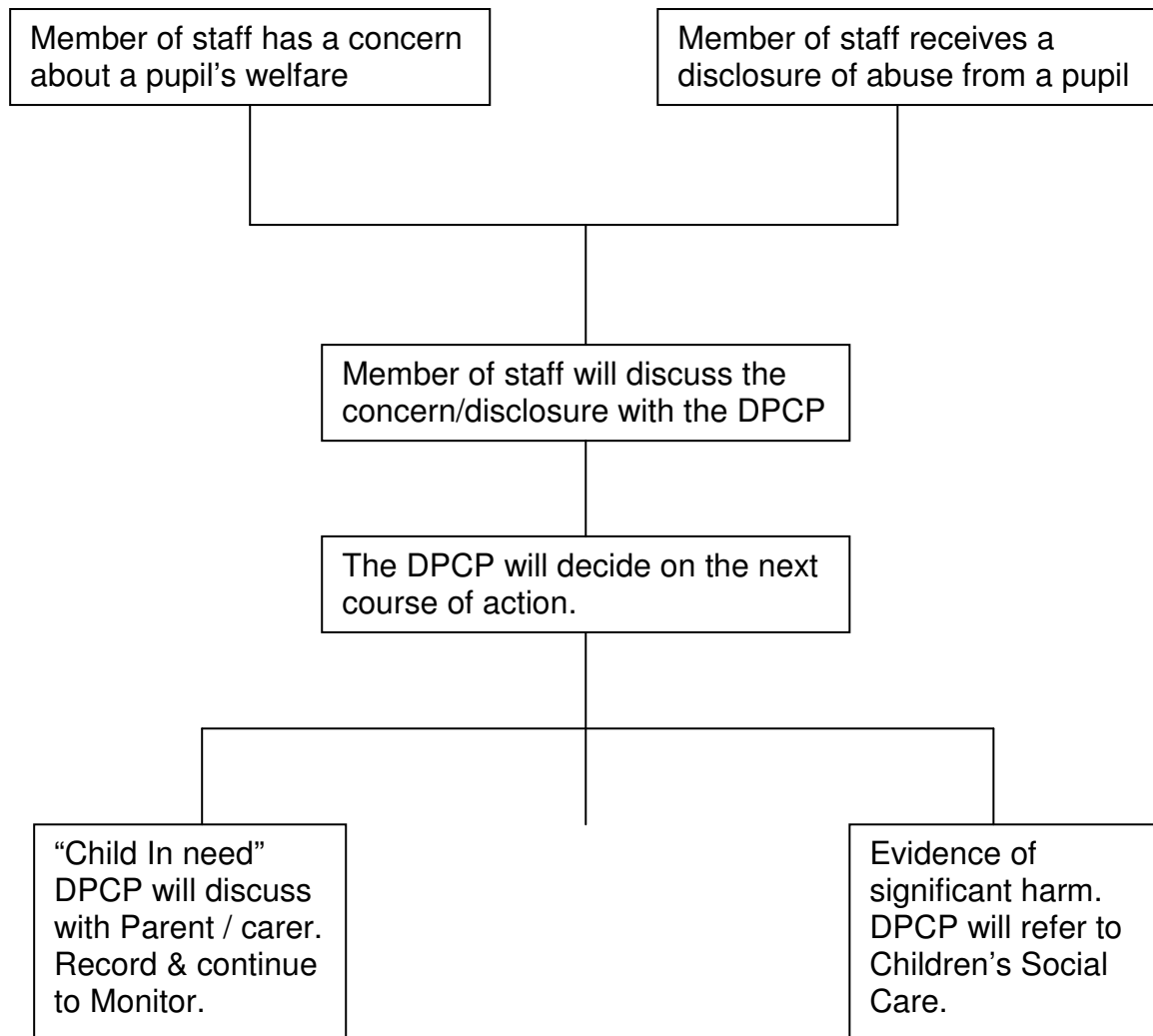
Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Sexual Abuse – Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> ▪ Sign of blood / discharge on the child's underclothing. ▪ Awkwardness in walking / sitting ▪ Pain or itching – genital area ▪ Bruising, scratching, bites on the inner thighs / external genitalia. ▪ Self harm ▪ Eating disorders ▪ Enuresis / encopresis ▪ Sudden weight loss or gain ▪ Excessive masturbation ▪ Unwillingness to remove clothes for PE ▪ Bruising on inner thighs 	<ul style="list-style-type: none"> ▪ Sexually proactive behaviour or knowledge that is incompatible with the child's age & understanding. ▪ Drawings & or written work that is sexually explicit ▪ Self harm / Suicide attempts ▪ Running away ▪ Substance abuse ▪ Significant devaluing of self ▪ Loss of concentration

Appendix 2 – Handling disclosures of abuse

- Always stop & listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock & disbelief.
- Take the child seriously. Always assume that he/she is telling the truth.
- Do not promise confidentiality; you have a duty to refer to the designated senior person for child protection if 'child in need'. Explain that in order to keep him/her safe from harm the information that has been shared must be passed on.
- Do reassure and alleviate guilt.
For example you could say; "you are not to blame."
"You have done the right thing to tell someone."
- Do not ask leading questions.
For example, "What did she do next?" (this assumes that she did),
or "did he touch your private part". The child may well have to tell the story again,
and to do so repeatedly will cause undue stress.
In cases where criminal proceedings occur, such questioning can cause
evidence to become invalid.
- Do not ask the child to repeat the incident for another member of staff.
- End by summarising what has been said and what action has been agreed.
- Be clear about what you intend to do next.
- Record carefully what has been said using the child's actual words and what actions have been agreed.
- Sign and date the record.
- Discuss your concern/disclosure with the designated child protection person at School.

Appendix 3 – Procedures to be followed if you have a concern of possible abuse or a disclosure of abuse is made to you



DPCP – Designated Person for Child Protection

Appendix 4 – Assessment of Risk (Sexually active children)

In order to determine whether a relationship presents a risk of harm to a child, the following indicators should be considered:

- ❖ Whether the child is competent to understand, and consent to, the sexual activity they are involved in (children under 13 are not legally capable of consenting to sexual activity);
- ❖ What the child/ren in the relationship's living circumstances are, whether they are attending School, whether they or their siblings are receiving services from LA children's social care or another social care agency etc;
- ❖ The nature of the relationship between those involved, particularly if there are age or power imbalances;
- ❖ Whether overt aggression, coercion or bribery was or is involved, including misuse of alcohol or other substances as a disinhibitor;
- ❖ Whether the child's own behaviour (e.g. through misuse of alcohol or other substances) places them in a position where they are unable to make an informed choice about the activity;
- ❖ Any attempts to secure secrecy by the sexual partner beyond what would be considered usual in a teenage relationship;
- ❖ Whether methods used to secure a child's compliance, trust and / or secrecy by the sexual partner are consistent with grooming for sexual exploitation. Grooming is likely to involve efforts by a sexual predator (usually older than the child) to befriend a child by indulging or coercing them with gifts / treats (i.e. money or drugs), developing a trusting relationship with the child's family, developing a relationship with the child through the internet etc in order to abuse the child;
- ❖ Whether the child denies, minimises or accepts the concerns held by professionals.

Appendix 5 – The Common Assessment Framework

Common Assessment Framework can only be completed with the consent and involvement of the parent/carer (or child /young person where appropriate).

It provides a standard method of assessment used across all children's services. It facilitates **early identification of needs**, leading to co-ordinated provision of services, involving a lead professional where appropriate, and sharing information to avoid the duplication of assessments.

NB. Child protection concerns should be referred without delay to Children's Social Care duty team using the locally agreed child protection procedures.

If a CAF has previously been completed it will be helpful to pass on the information already gathered, but do not wait to complete a CAF.

The common assessment is designed for when:

- ❖ There are concerns about how well a child is progressing in terms of their health, welfare, behaviour, progress in learning or any other aspect of their well-being;
- ❖ There is signed consent from a parent/carer
- ❖ The child's needs are unclear or broader than a single service can address.

A common assessment should be completed when a professional in any agency (all health, childcare, early years settings, Schools, education, Connexions, adult social care, crime reduction and the voluntary sector) has concerns that a child will not progress towards the five *Every Child Matters* priority outcomes (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being), without additional services.

Completing a common assessment should:

- ❖ Enable the professional to identify the child's needs;
- ❖ Provide a structure for systematic gathering and recording of information;
- ❖ Record evidence of concerns and a base-line for measuring progress in addressing them;
- ❖ Provide an evidence base for a decision to refer to another agency if necessary, or to children's social care for an initial or core assessment or to another service for a specialist assessment.

Appendix 6 – Record of incident that has caused concern

Child Protection Record

Child's name:

Date:

Location (if applicable):

Time:

Others involved:

Cause of concern:

Incident:

Action taken:

Signed

Date: