



# CHILD PROTECTION POLICY & PROCEDURES

Agreed at the Governing Body Meeting on

/ Minute Reference

Signed (Chair of Governors) \_\_\_\_\_ Date: \_\_\_\_\_

Signed (Headteacher) \_\_\_\_\_ Date: \_\_\_\_\_

**Designated Safeguarding Lead**

**Manjit Bringan**

**Deputy DSL**

**Kate Reed**

**Designated Teacher for LAC**

**Manjit Bringan**

**Child Protection Governor**

**Andrew Wilson**

**LA Designated Officer**

**Sally Morris**

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## **What school staff should know and do**

- a. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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.
- b. Children, includes everyone under the age of 18.
- c. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

### **Definition**

Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm.

'**Significant Harm**', as defined by The Children Act 1989, introduced the concept of significant harm as the threshold that justifies intervention by statutory agencies in family life in the best interests of children.

The four types of abuse, described in *Keeping Children Safe in Education 2015* are:

**Physical Abuse**

**Emotional Abuse**

**Sexual Abuse**

**Neglect**

For more information, including definitions, indicators and other safeguarding issues, See Appendix 3.

### **The Aim of the Policy**

The aim of this policy is that all staff should be aware of the procedures that must be followed if they suspect that a child is being abused.

Safeguarding is the responsibility of all adults. The School aims to protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote welfare of children. All professionals work within the same safeguarding procedures.

Each teacher and member of staff (teaching and non teaching) has a duty to be alert for signs of child abuse and if they have any suspicions that a child is at risk of abuse or has been abused, then they must immediately inform the Headteacher, or in her absence, the Deputy or a senior member of staff.

It applies wherever staff or volunteers are working with pupils even when they are away from the school, for example at an activity centre or on an educational visit.

The welfare of our pupils will always be our central concern informed by the School's ethos and by legal requirements. Pupils are actively encouraged to raise personal and general concerns with members of staff.

*"School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children."* *Keeping Children Safe in Education July 2015*

There are three main elements to the school's safeguarding policy:

**1. PREVENTION**

Positive and safe school environment; careful and vigilant teaching, accessible pastoral care, support to pupils; good adult role models;

**2. PROTECTION**

Agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns

**3. SUPPORT**

To pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required.

## **Commitment**

Whitehall Infant School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share that commitment. The school will take measures to:

1. Ensure that all pupils in the school are aware of staff whom they can talk to.
2. Ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given by DfE in *Keeping Children Safe in Education (July 2015)*.
3. Ensure that we carry out all necessary checks on the suitability of people who serve on the school's governing body in accordance with the above regulations and guidance given by DfE in *Keeping Children Safe in Education (July 2015)*.
4. Ensure that where the school ceases to use the services of any person (whether employed, contracted, a volunteer or pupil) because that person has engaged in conduct that harmed (or is likely to harm) a child or if they otherwise pose a risk of harm to a child, a detailed report is made to the Disclosure and Barring Service (DBS) as soon as possible and in any event within one month. Ceasing to use a person's services includes dismissal, non-renewal of a fixed-term contract, no longer engaging/refusing to engage a supply teacher provided by an employment agency, terminating the placement of a student teacher or other trainee, no longer using staff employed by contractors, no longer using volunteers, resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.
5. Ensure that whenever staff from another organisation are working with our pupils on another site, we have received assurances from competent authorities within that organisation, that appropriate child protection checks and procedures apply to those staff.
6. Follow the London Child Protection Procedures. See [www.londonscb.gov.uk/procedures](http://www.londonscb.gov.uk/procedures)
7. Protect each pupil from any form of abuse, whether from an adult or another pupil.
8. Be alert to signs of abuse and neglect both in the School and from outside.
9. Deal appropriately with each suspicion or allegation of abuse against a member of staff, volunteer or governor in accordance with "*All London Child Protection Procedures and Working together to Safeguard Children*", and by consulting with the Local Authority Designated Officer (LADO).
10. Operate procedures which promote this policy.

11. Operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.
12. Support children who have been abused in accordance with an agreed multi-agency child protection plan if applicable.
13. Be alert to the medical needs of children with medical conditions.
14. Operate robust health & safety procedures.
15. Be aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised.
16. Ensure that school premises are as secure as circumstances permit.
17. Provide staff with training about taking sensible steps when working with individual pupils to ensure they are not in secluded or private areas.
18. Deal with any other safeguarding issues which may be specific to individual children in our School; have regard to statutory guidance issued by the Secretary of State for Education (DfE) and associated regulations, the main sources of guidance currently being: *Keeping Children safe in Education, July 2015*; *Working Together to Safeguard Children March 2015* and the *London Child Protection Procedures*.
19. Maintain a positive school atmosphere which will help prevent incidents from occurring, supported by the teaching and pastoral support offered to pupils.

Every child protection concern, complaint, or suspicion of abuse from within or outside the school will be taken seriously and followed up and, as set out in this policy, will be referred to an external authority such as the Local Authority Designated Officer (LADO) Children's Services, or child protection lead for education. In each case, the matter will be referred to Children's Services and where appropriate, Children's Services in the child's home area. This includes allegations of historic abuse. In the case of those working in a school, the guidance in *Keeping Children Safe in Education, June 2015*, with regard to allegations of abuse against teachers and other staff is specific, namely that the employer (school) should report to the Local Authority Designated Officer (LADO) all cases where it is alleged that a person who works with children has:

- a. Behaved in a way that has harmed a child, or may have harmed a child.
- b. Possibly committed a criminal offence against or related to a child.
- c. Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

**Emotional** abuse is more than just the occasional criticism of a child. Abuse is a symptom of continued negative treatment, which ostracises or belittles a child. This is usually the result of extremes of inappropriate care by the parents and so very difficult to confront.

ALL abuse is emotional abuse irrespective of whether or not it is accompanied by physical injury, sexual abuse or neglect.

## Local Authority Child Protection Procedures

The Child Protection Procedures are available online via; <http://www.hillingdon.gov.uk>, and click on **London Safeguarding Children's Board**, then **'Key Documents'**

The screenshot shows the Hillingdon London website. At the top, there is a logo for Hillingdon London with the tagline "Putting our residents first". Below the logo is a search bar and a navigation menu with categories: Residents, Business, Council and democracy, and Leisure and events. The main content area is titled "Child protection" and "Safeguarding vulnerable children and young people at risk or suffering from abuse." It includes a section "Worried about a child's safety?" with a paragraph of text and a list of links: "Concerned about a child's safety?", "Signs of Safety" approach to child protection, Local Safeguarding Children's Board, Child protection case conference, Do you have something to say?, What is Hillingdon MASH?, Ofsted endorses our action plan, and My Review - consultation tool. At the bottom, there are icons for Mobile, Tablet, Desktop, Size, Colour, and Recite, along with a copyright notice for London Borough of Hillingdon 1997-2016.

The screenshot shows the London Safeguarding Children Board website. At the top, there is a logo for the London Safeguarding Children Board and the text "London Child Protection Procedures". A navigation menu includes: Home Page, Part A: Core Procedures, Part B: Practice Guidance, Threshold Document, and Amendments and Archives. The main content area is titled "Part A: Core Procedures" and includes a text size selector. Below this, there is a section "Working Together to Safeguard Children March 2015" and a list of 9 items: 1. Responding to Concerns of Abuse and Neglect, 2. Referral and Assessment, 3. Child Protection s47 Enquiries, 4. Child Protection Conferences, 5. Implementation of Child Protection Plans, 6. Children and Families moving across Local Authority boundaries, 7. Allegations against staff or volunteers, who work with children, 8. Organised and Complex Abuse, and 9. Unexpected Death of a Child. At the bottom, there is a footer with a copyright notice and logos for W3C XHTML 1.0 and W3C CSS.

Documentation and guidance material is kept in a file in the staffroom.

It is the duty of the Headteacher to pass on information in accordance with the procedures, and from the initial contact onwards, is responsible for liaison with other agencies.

**It is essential that staff should share their concerns with the Headteacher. Under no circumstances should staff initiate procedures themselves. However, should an individual feel that appropriate action has not been taken, then they must refer to the DSL or DDSL.**

**If the Headteacher is the subject of concern, staff should contact the Chair of Governors, Mrs Rachel Power.**

### **Scope**

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children.

All staff will be informed of their responsibilities in being alert to the signs of abuse and the procedures for referring concerns to the Designated Lead.

The Designated Lead for child protection and nominated governor for child protection will receive training every two years.

All new staff will be fully briefed regarding child protection and all staff will have refresher training every three years.

The school will co-operate with relevant external agencies in any enquiries regarding child protection matters, including representation at case conferences, core groups and multi-agency planning meetings.

Parents will be advised of the intention to refer to Social Services and their views and cooperation sought, unless we have good reason to believe that to do so would place a child at greater risk of harm.

All staff will make it clear to any child disclosing information that they cannot guarantee confidentiality, but they will only pass the information on to the people that can help them.

Information concerning children at risk will be shared with all members of staff on a "need to know" basis. The Designated Lead will make a judgement in each individual case about who needs and has a right to access particular information.

Where there are concerns about a child, a teacher may be asked to keep a log of observations. This will be kept securely, separately from generally accessible pupil and class records (Appendix 2).

All records are subject to the Freedom of Information Act (2000) and the Data Protection Act (1998). If there is any doubt as to the rights of any party to access information, we may seek legal advice prior to releasing any information.

### **Roles and Responsibilities**

The Designated Lead is the Headteacher

**Manjit Bringan**

In her absence, the Deputy-Designated Lead is

**Kate Reed**

The Local Authority Designated Officer is

**Rob Wratten** (01895 250975)

Safeguarding Lead for Education is

**Sally Morris** (01895 277463).

Safeguarding Governor is

**Andrew Wilson** (awilson.uxb@gmail.com)

## **Roles and Responsibilities cont/d**

The main responsibilities of the **Designated Lead** are:

- 1 To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- 2 To be fully conversant with the Local Authority and school Child Protection and Safeguarding Policy and procedures.
- 3 To be available to all staff of the school community for consultation on child protection issues.
- 4 To co-ordinate the child protection procedures in the school.
- 5 To maintain an ongoing training programme for all school employees and keep staff updated on latest safeguarding policies.
- 6 To monitor the keeping, update, confidentiality and storage of records in relation to pupils subject to a child protection plan.
- 7 To liaise with the Local Authority Designated Officer (LADO).
- 8 To ensure that appropriate action is taken in the school and that procedures are followed in all Child Protection concerns and actual or suspected cases of child abuse.
- 9 To contact the duty social worker within twenty-four hours to seek advice on concerns brought by staff, volunteers or pupils. To also check whether or not the pupil or pupil's family involved is known to Children's Services.
- 10 To liaise with other professionals to ensure that children who are subject to a child protection plan are monitored.
- 11 Where appropriate, to take part in the child protection conferences or reviews. When the Designated Officer cannot attend, he or she will ensure that the Deputy Designated Officer or a key member of staff attends. Where this is not possible, to provide a written report to the conference from the school. (It is acknowledged that this should occur rarely as the involvement of school staff is vital given the close involvement with the child).
- 12 To inform the child's Social Worker in writing when a child who is subject to a child protection plan moves to another school and to inform the new school of the child's status.
- 13 To ensure that the curriculum offers opportunities for raising pupil awareness of child protection issues and developing strategies for ensuring their own protection, for example through the personal, social, health and citizenship education (PSHCE) programme, and reflect this in the school improvement plan.
- 14 To annually review the school's policy on Child Protection and Safeguarding and look at how the duties have been discharged, and to report on this to the Board of Governors.
- 15 Ensure a culture of listening to children and taking account of their wishes and feelings.

### **Deputy Designated Lead**

In the absence of the Designated Lead a Deputy Designated Lead, who must be nominated in advance, must take responsibility for child protection issues within the school. They will:

- a. Advise and act upon all Child Protection concerns reported to him or her.
- b. Keep the Headteacher informed of all actions unless the Headteacher is the subject of a complaint. In this situation, the Designated Lead should consult with the Chair of Governors or in his or her absence, the Vice Chair.
- c. Liaise with Children's Services and other agencies on behalf of the school.
- d. Carry out any other duties normally conducted by the Designated Lead.

If the Designated Lead is unavailable or is him/herself the subject of a complaint, his / her duties will be carried out by the other Designated Lead or a Deputy Designated Lead who has received appropriate training in safeguarding and inter-agency working.

### **Nominated Governor**

It is the role of the nominated Governor, **Andrew Wilson**, to ensure safeguarding is a priority by:

- Championing child protection issues within the school and liaising the Designated Safeguarding Lead and offering challenge if necessary;
- Ensuring the Child Protection Policy is checked for impact and reviewed yearly accordingly;
- Auditing safeguarding measures annually alongside the Designated Safeguarding Lead using Local Authority annual School Safeguarding Audit return and reporting back to the Full Governing Body.
- Ensuring that all governors understand and comply with their statutory duty to provide the services of the school in a way that safeguards and promotes the welfare of its pupils.

### **Employees, Governors, School Advisors and Volunteers**

The Headteacher and all other employees of the school, as well as every Volunteer and School Advisor who works with pupils, is under a general legal duty:

1. To protect children from abuse and promote their welfare.
2. To be aware of the School's practice and policies on Safeguarding and Child Protection and to follow them.
3. To know how to access and implement the procedures, independently if necessary.
4. In dealing with a child protection issue to remain as objective as possible, never assuming that they know which categories of children are at risk.
5. To keep an appropriate record of any significant complaint, conversation or event. Information should be recorded verbatim, if possible. They should not prompt, lead or suggest information to the child.
6. To refer to the Designated Lead (or in his/her absence, the Deputy Designated Lead) immediately.
7. In the case of allegations brought against a colleague, to refer the incident to the Designated Lead who will then refer this to the Headteacher immediately. (please see the section below on Staff Allegations)
8. To undertake appropriate training including induction training and refresher training at regular intervals required by each individual course e.g. every two or three years.

Volunteers coming into school need an enhanced DBS. Volunteers or those helping on school trips do not need to be DBS checked as they will be under supervision of a teacher. They must never be left alone with a child.

All staff, Governors and volunteers must have a clear enhanced criminal disclosure record. Their details are recorded on the Single Central Record.

### **Other Professionals**

Visitors with a professional role, such as the School Nurse, Social Worker, Educational Psychologist or members of the Police will have had the appropriate vetting checks undertaken by their own organisation. Any professionals visiting the school are required to provide evidence of their professional role and employment details. Professionals will follow signing in/out procedures.

## **Responding to Disclosures – Guidance for Staff**

When a child discloses abuse to an adult in the school, that person is responsible for making a written record of the disclosure as soon as possible. Any concern must be discussed with the designated teacher or their named deputy in their absence, as soon as possible and at least by the end of the teaching session.

### **Create a safe environment**

- Stay calm
- Listen to the pupil, if you are shocked by what is being said try not to show it.
- It is OK to observe bruises but not to ask a child to remove or adjust their clothing to observe them.
- Reassure the child and stress that s/he is not to blame
- Do acknowledge how hard it was for them to tell you this.
- Tell them that you believe them and are taking what is being said seriously
- Say what you are going to do next
- Don't criticise the perpetrator, this may be someone they love.
- Accept what the pupil says. Be careful not to burden them with guilt by asking questions such as "why didn't you tell me before?"

### **Be honest**

- Do not make promises you cannot keep such as "I'll stay with you all the time" or "it will be alright now".
- Explain that you are likely to have to tell other people in order to stop what is happening.

### **Be clear about what the child says and what you say -**

- Do not interview the child and keep questions to a minimum
- Encourage the child to use his/her own words and let them dictate the pace; do not try to lead them into giving particular answers. Use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"

### **Maintain Confidentiality**

- Only tell those people that it is necessary to inform.

### **Do not take sole responsibility**

- Remember it is your responsibility to listen, not investigate
- Immediately consult the Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
- The Designated Safeguarding Lead will consider the information and decided on the next steps.

### **It is vital that our actions do not abuse the child further or prejudice further enquiries**

At Whitehall Infant School, the expectations are once a child has disclosed, an adult is to assess whether they are ready to go back to class or to be given time out in the welfare room with a suitable adult.

### **Recording Information**

It is essential to create a full, contemporaneous report of the meeting. To do this:

- a. Make brief notes as soon as possible after the meeting. This may be possible in the meeting itself.
- b. Write up your notes in full on the '**Pink Concern Form**' (Appendix 1) and include time, date, place and signature.
- c. Describe observable behaviour e.g was shaking, continued to cry, constantly moving around the room (Do not interpret these features).
- d. Record the actual words spoken by the child wherever possible.
- e. It is important to keep original notes and pass them to the designated teacher.
- f. All referrals to Social Services must be followed up within 24 hours in writing (using an Inter Agency Referral form).

### **Reporting Concerns**

There is a standard 'Disclosure or Observation' form to be completed which should be submitted to the Designated Safeguarding Lead (or in the absence of the DSL, the Deputy DSL), in person, at the earliest opportunity.

### **Sharing Concerns with Parents**

The school shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' right to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Whitehall Infant School will share with parents and concerns we may have about their child UNLESS to do so may place a child at risk of harm. In addition we will inform them that in the interests of the child, this may require cases to be referred to investigative agencies, e.g. Social Services.

We encourage parents to disclose any concerns they may have with the school. Our Child Protection Policy is readily available and published on our website.

### **Low Level Monitoring**

Any indication of a potential child protection issue must be discussed with the Designated Safeguarding Lead. If the Designated Safeguarding Lead has concerns he or she will contact either the child Protection Lead for Education, duty social worker at the Triage Team or the LADO as appropriate to seek clarification on what action should be taken.

### **Harm from outside the school**

A member of staff who suspects that a pupil is suffering harm from outside the school should refer the matter to the Designated Lead.

### **Referral procedures at Whitehall Infant School**

**The school recognises that it does not have the responsibility to investigate cases of suspected child abuse.**

School staff	report to	Headteacher
Headteacher / Assistant Headteacher	telephones	Social Services Duty Officer 01895 556633 or out of hours 01895 250053/250752 <b>without delay</b>
Headteacher / Assistant Headteacher	telephones	Participation Officer 01895 250858
Headteacher / Assistant Headteacher	confirms in writing to	Social Services

As soon as the school has reported a case of suspected abuse, and multi-disciplinary procedures are put in motion, the school has a duty to assist with the discharge of statutory functions to protect the child.

### **Action by the Designated Lead**

The action to be taken will:

- a. Conform to the All London Child Protection Procedures.
- b. Ensure that the school will not investigate concerns but refer them to the Local Authority Designated Officer (LADO), Children's Services or Police; respect the wishes of the complainant's parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Officer is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose.
- c. Respect duties of confidentiality, so far as applicable.
- d. Ensure that a child's interests are paramount.
- e. Ensure that, if there is room for doubt as to whether a referral to Children's services should be made, the Designated Lead will consult with the Child Protection Lead for Education, or in the case of an allegation against a professional, the LADO, or other appropriate professionals on a no names basis without identifying the pupil. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made as soon as possible, within a maximum of 24 hours. If the initial referral is made by telephone, the Designated Lead will confirm the referral in writing to Children's Services within 24 hours using the Inter Agency Referral form. If no response or acknowledgment is received within three working days, the Designated Lead will contact Social Services again. The Designated Lead will agree with the recipient of the referral what the child and parents will be told, by whom and when.

At the end of this policy are appendices with forms for recording concerns (Appendix 1 & 2).

The Headteacher may be involved in:

- initial investigations and assessments
- criminal investigations
- case conferences
- review conference

The Headteacher will be expected to:

- provide detailed information about the child, his/her background and reasons for the referral
- provide written reports when necessary
- attend case conferences or meetings/interviews as required
- in some circumstance, arrange for a child to be interviewed at school without parental consent, or to be removed from school (without parental consent) to be interviewed elsewhere

### **Training**

All induction of staff includes a session on the procedures within this policy and an on-line safeguarding training package.

Every year at the beginning of the school year, all staff and volunteers who work in the school are reminded of the provisions in this Child Protection and Safeguarding Policy.

All staff are given a copy of this policy. A spare copy is kept in the staffroom. It can also be found on the school website and in a file in the Staffroom.

Lists of sensitive information regarding children are compiled regularly by the Welfare Officer and circulated to staff. All teachers are expected to keep a list of important information about their pupils on the inside of their classroom stock cupboard door (Sensitive Information).

The Designated Leads have undertaken child protection training and training in inter-agency working and will attend refresher training at two yearly intervals. The Deputy Designated Leads with responsibilities for child protection issues, as detailed in this policy, also undertake this same training. This will normally be Designated Leads' training as provided by Hillingdon Local Safeguarding Children Board. Other staff undertake training in child protection and safeguarding and this is updated at least every two years.

Records of training will be monitored by Governors.

Every recruitment panel includes at least one member of staff who has undergone safer recruitment training under the scheme currently operated by The Children's Workforce Development Council with refresher training every three years.

The Governors will receive appropriate and up-to-date child protection and safer recruitment training to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities. Refresher training will occur every two years.

The school office will keep a central record of all safeguarding training undertaken by members of staff, volunteers and Governors.

The Designated Safeguarding Lead will attend, wherever possible, the Safeguarding Schools Cluster Meeting, which will meet at least termly and whose members can be gathered for advice at any time. This meeting is a good opportunity to share good practice and to outline concerns. It is chaired by the Child Protection lead for Education.

### **Additional Procedures**

It will be the responsibility of the Headteacher to make decisions about referrals connected with child abuse. In the absence of the Headteacher, the Assistant Headteacher or a senior teacher must be informed of any concern about a child.

Staff must talk to the Headteacher if they have concerns about a child, but no specific evidence. Teachers will be asked to keep a monitoring record (see Appendix 2) of a pupil about whom there is concern. This is a confidential report and does not form part of a child's educational record, but may be used as evidence. All comments must be dated and recorded carefully.

Any member of staff who is concerned about a child **must** discuss those concerns with the Headteacher. At all times, procedures must be followed.

### **Off-Site Visits**

Appropriate risk assessments are conducted prior to any off site visits taking place.

Safeguarding concerns or allegations raised during the trip will be responded to following the procedures in this policy. The member of staff in charge of the visit will report and safeguarding concerns to the Designated Safeguarding Lead who will pass to Social Care if appropriate. In an emergency, the staff member in charge will contact the Police and/or Social Care.

### **Photography and Images**

To protect children, we will:

- Seek parental consent for photographs to be taken or published
- Only use school equipment
- Only take photos and videos of children to celebrate learning and achievement
- Use only the child's first name
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them
- Advise parents taking photos at events, assemblies etc that images taken are for personal use and not to be circulated more widely or posted on social media

### **Missing Children**

A child going missing is a potential indicator of abuse and neglect. After reasonable attempts have been made to contact the family, we will follow the Local Authority procedure and refer to the MASH team. If a 'Looked After Child' or a child subject to a CP plan goes missing, we will refer them to the MASH team within 48 hours.

### **Missing From Education**

Children Missing from Education procedures will be followed where a child has 10 days or more continuous absence from school without an explanation and/or has left school suddenly and the destination is unknown and/or has not taken up an allocated school place as expected. Any such concern will be reported to the Local Authority through the Participation Team. The School will also refer to the MASH any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

### **Whistle blowing**

All staff are required to report to the Designated Lead any concern or allegations about school practices or the behaviour of colleagues or pupils which are likely to put pupils at risk of abuse or other serious harm. Such reports are made to the Headteacher, the Designated Lead and the Local Authority Designated Officer (LADO). There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. There is a separate policy on Whistle blowing which should be read in conjunction with this policy.

### **Allegations against staff members, volunteers or Governors**

The school follows procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from malicious or unfounded allegations. These procedures follow the guidance in *Keeping Children Safe in Education, July 2015*, with regard to allegations of abuse against teachers and other staff and also from the All London Child Protection Procedures. Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupils or pupil concerned.

Where an allegation or complaint is made against the Designated Lead, the matter will be reported immediately to the Headteacher. Where an allegation or complaint is made against the Headteacher, the person receiving the allegation should immediately inform the Chair of Governors, or in his or her absence the Vice Chair, without first notifying the Headteacher.

If the school ceases to use the services of a member of staff (or a governor or volunteer) because that person has engaged in conduct that harmed (or is likely to harm) a child, or if they otherwise pose a risk of harm to a child, a compromise agreement will not be used and there will be a prompt and detailed report to the Independent Safeguarding Authority. Any such incidents will be followed by a review of the safeguarding procedures within the school, with a report being presented to the Governors without delay.

If an allegation against a member of staff is found to have been malicious it will be removed from personnel records. Then on a case by case basis if an allegation is not substantiated, is unfounded or malicious, the decision will be made as to whether it will be referred to in any employment reference.

### **Allegations against pupils**

A pupil against whom an allegation of abuse has been made may be excluded from the school and the school's policy on behaviour, discipline and sanctions will apply. If a pupil is excluded from school as a result of an allegation of abuse, the Chair of Governors and at least one Designated Governor will be informed as soon as practicable.

The school will take advice from Children's Services or the Local Authority Designated Officer (LADO) as appropriate on such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of Children's Services or the LADO, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

### **Allegations of Abuse by Children**

School staff must discriminate between what constitutes exploratory play that is appropriate to the child's developmental stage and what may constitute peer sex abuse. Factors affecting decision making should include:

- The possible impact on the child/victim
- Any disparity in age between the abusing and abused child
- Whether there is any element of coercion or violence.

Exploratory play should be dealt with in school, involving parents as appropriate, however, allegations of peer sex abuse must be referred to Children's social care following the procedures outlined in the LSCB, for all of the children involved.

The referral should be made to the relevant Children's social care team covering the area in which the school is located. This team has the responsibility for progressing enquiries regardless of the home address of the children. This will include ensuring that other teams are involved as appropriate.

### **Responsibilities of the Headteacher**

Where allegations of peer abuse occur within the school, the Head Teacher should:

- Keep the children involved separate throughout the school day to avoid collusion or intimidation (this may involve them attending on a rota basis until enquiries are complete);
- Not talk to the children about the incident to avoid distorting the evidence, other than initially establishing what is alleged to have taken place;
- Keep a detailed log of actions, discussions and decisions;
- Contact parents of involved children in light of the information sharing protocol and request that, pending the interview with Children's Social Care, they should not discuss the allegation in depth with the child.

If the assessment concludes that the allegations made can be substantiated, the children should not necessarily be expected to continue their education in contact with each other. The children responsible for the abuse should be moved if necessary. The views and wishes of the children who have been abused and their parents should be appropriately considered in the decision making.

### **Supporting pupils at risk**

Whitehall Infant School recognises 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. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

This school will endeavour to support pupils through:

1. The curriculum to encourage self-esteem and self-motivation.
2. The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
3. The implementation of the school's behaviour management policies.
4. A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
5. Regular liaison with other professionals and agencies that support the pupils and their families.

6. A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
7. The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
8. Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
9. Recognition that in a home environment where there is domestic abuse, drug or alcohol abuse, and any other difficulties experienced by families, children may also be vulnerable and in need of support and/or protection.
10. This policy should be considered alongside other related policies in school. These are the policies for the teaching of PHSE, the wellbeing and behaviour policy, the physical intervention policy, the anti-bullying policy and the health and safety policy.

### **Monitoring**

The Designated Lead will monitor the operation of this policy and its procedures and make an annual report to the Board of Governors.

The Board of Governors will undertake an annual review of this policy and how the related duties under it have been discharged. The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.

### **Establishing a safe environment in which children can learn and develop: Curriculum**

Teaching staff will make sure that the broad curriculum gives pupils the opportunity to learn about staying safe. The PSHCE co-ordinator will design a specific teaching curriculum and monitor its delivery. Governors will also ensure that the statutory sex and relationships education programme is delivered.

An 'E-Safety policy' has been written and shared with staff, governors and parents.

Other specialists are invited to talk with the children about the importance of staying safe, e.g. police officers, road safety officers.

Each class teacher has a mechanism in place for children to use to indicate that they have a concern or worry. These are monitored by the class teacher, and any specific concerns about a child's safety are immediately reported to the SLT.

### **Statutory Responsibility**

Under the terms of the Education Act 2002 Section 175, the Governors of Whitehall Infant School are responsible for ensuring that their functions are carried out with a view to safeguarding and promoting the welfare of children. They must have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make.

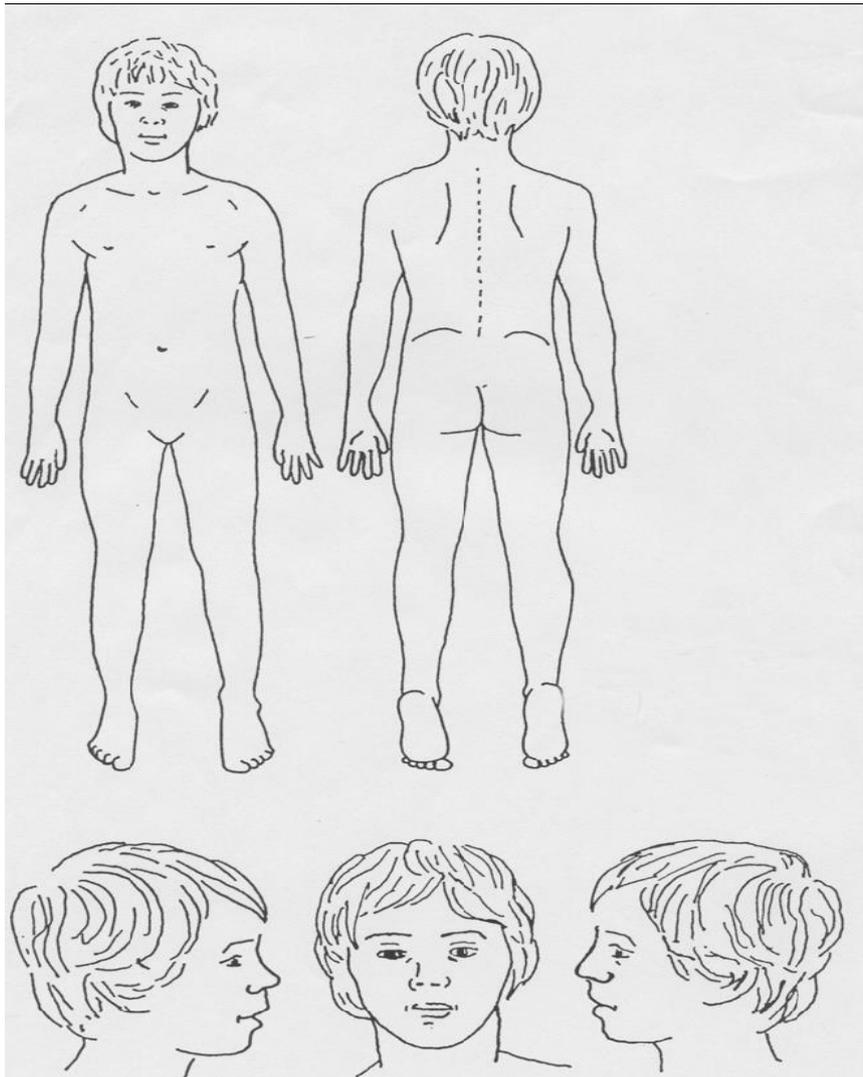
'**Working Together to Safeguard Children**' (July 2015) provides details of the current guidance and is about the duty of schools to have arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children.

## **Related Policies**

- Behaviour Policy
- Whistleblowing Policy
- E-Safety Policy
- Health and Safety policy
- Inclusion Policy
- Sex and Relationships Policy
- PSHE & Citizenship Policy
- Positive Handling / Physical Intervention
- Safer Recruitment
- Dealing with Allegations of Abuse against Teachers and Other Staff
- Guidelines for photographing and filming
- Working Safely with Children
- Security Risk Assessment



**Body Map** (to be used in conjunction with the disclosure / observation form)



Use space below for any additional descriptions and complete form overleaf

**Types of Abuse and Neglect**

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.
- **Physical abuse:** *a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.*

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones
- Children with unexplained
  - Bruises or cuts
  - Burns or scalds
  - Bite marks
- **Emotional abuse:** *the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.*

Although the effects of emotional abuse may take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve serious bullying, including on-line bullying through social networks, on-line games or mobile phones, by a child's peers.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful or anxious about doing something wrong;
- Parents / Carers who withdraw their attention from the child, giving the 'cold shoulder';
- Parents / Carers blaming their problems on the child;
- Parents/Carers who humiliate the child (eg -name calling or making negative comparisons)
- **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.

Children who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not understand it is wrong. Sexual abuse can have a long term effect on mental health.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
  - Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
  - Children who ask others to behave sexually or play sexual games;
  - Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.
- **Neglect:** *the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.*

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g, not having a winter coat;
- Children who are living in dangerous conditions, i.e around drugs, alcohol or violence;
- Children who are often angry, aggressive or self harm;
- Children who fail to receive basic health care;
- Parents who fail to seek medical treatment when their child is ill or injured.

**Staff and volunteers should understand that they are not making a diagnosis, only receiving concerns. None of the signs listed above may actually prove that a child is being abused and these indications should not be taken as proof. They may be indicators, which when put into context, provide justification for action.**

- **Child Sexual Exploitation:** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following may be indicators or sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or don't take part in education.

- **Female Genital Mutilation (FGM) and Forced Marriage**

Professionals need to be aware of a girl being at risk of FGM or already having suffered FGM. There is a range of potential indicators that a child may be at risk of FGM:

- Knowing that the family belongs in a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school;
- The child may talk about a special procedure / ceremony that is going to take place or a special occasion to 'become a woman'.

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

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and looking uncomfortable;
- Spend longer than normal in the bathroom or toilet;
- May complain about pain between their legs, or talk of something that somebody did to them that they are not allowed to talk about.

**It is mandatory to report disclosures on FGM about a female under 18.**

However this reporting duty is unique in that the individual professional who becomes aware of the case must make a report directly to the police; **it is a personal duty and the responsibility cannot be transferred.** The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.

The duty applies to cases **directly disclosed by the victim**; if a parent, guardian, sibling or other individual discloses that a girl under 18 has had FGM, the duty does not apply and a report to the police is not mandatory. Any such disclosure should, however, be handled in line with wider safeguarding responsibilities.

Reports under the duty should be made **as soon as possible after a case is discovered**, and best practice is for reports to be made by the close of the next working day.

- **Preventing Radicalisation**

Keeping Children Safe in Education 2015 places a duty on schools to prevent students from being drawn into terrorism according to the Counter-Terrorism and Security Act; and for schools to co-operate with local Channel panels and the police as appropriate.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. Extremism can take several forms, including Islamist extremism and far-right extremism.

It appears a decision by a young person to become involved in violent extremism:

- May begin with a search for answers to questions about identity, faith and belonging;
- May be driven by the desire for 'adventure' and excitement;
- May be driven by a desire to enhance the self-esteem of the individual;
- Is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support;
- Is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination.

Recognising Extremism – early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations
- Out of character changes in dress, behaviour or peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with a particular group may not be apparent).

- **Private Fostering**

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- A child is under 16 years of age – 18 if they have a disability
- The arrangement is for 28 days or longer
- The child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage / affinity).

By law, parents and carers must notify the Local Authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

As a school, if we do become aware that a child or young person is being privately fostered, we will inform the parent / carer of their legal duty to notify Social Services; we will follow this up by contacting Children's Social Care directly.