

Beaconsfield Primary School

'Shining a Light on Learning'



B - Belief
P - Perseverance
S - Success

Child Protection Policy

October 2016

Review date:

July 2017

General Statement

At Beaconsfield Primary, child protection, safeguarding and the prevention of abuse is a key priority. All staff at Beaconsfield have a crucial role to play in shaping the lives of young people and in working to keep them safe. Our commitment to equality of opportunity and an entitlement to learning for all means that we address CP and safeguarding issues to ensure that our school is a safe and secure place for all children and young people. This policy applies to all staff, governors and volunteers working in the school.

Policy Statement

- We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.
- We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.
- We maintain an attitude of “it could happen here” where safeguarding is concerned.
- The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.
- Specific guidance is available to staff within the procedure documents.

Definitions

Within this document:

- **Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
- The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.
- **Child** refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.
- **Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document

Aims

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to protecting children.

Principles and Values

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.

- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.
- Whilst the school will work openly with parents as far as possible, the school reserves the right to contact children's social care or the police, without notifying parents if this is in the child's best interests.

Ethos

The ethos of the school and the curriculum contributes to the prevention of and the effective response to child abuse. We support and encourage all members of the school community to respect the fundamental British values of: (i) Democracy; (ii) The Rule of Law; (iii) Individual Liberty; (iv) Tolerance of those with different faiths and beliefs and (v) Participation in community life.

We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of pupils; reasonable practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

RELEVANT DOCUMENTATION

KEEPING CHILDREN SAFE IN EDUCATION (SEPTEMBER 2016)

In September 2016, the DfE updated the statutory guidance on safeguarding.

Full guidance - Keeping Children Safe in Education at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Summary for staff at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

Schools are most likely to have effective practice in relation to child protection when:

- Children feel secure, valued, listened to and free to talk openly
- There is an ethos of mutual respect that underpins all interactions between pupils and staff
- All adults take their responsibilities seriously, use close observation skills and notice the children in their care.
- Adults provide suitable welfare and guidance and are accessible
- Staff make parents aware of the school's responsibilities, policy and procedures
- Staff are trained and supported to be vigilant and to recognise the signs and symptoms of suspected child abuse
- Procedures are known to all staff and they are carried out consistently; policy on confidentiality is maintained
- Practice is regularly reviewed and monitored
- All staff are aware of the different social and cultural patterns and practices of the school communities and are supported to consider their concerns in the context of child protection
- Information is promptly passed on to relevant professionals, when needed
- Children identified as being at risk are monitored; records are maintained of pupils' progress; reports are submitted when needed
- Relevant staff (*preferably the Designated Safeguarding Leader*) attends case conferences and are well prepared
- Up to date training on Child Protection is regularly offered to all staff, governors and regular volunteers through quality induction procedures and ongoing updates at recommended intervals

- New staff, newly qualified staff and temporary staff are given an induction to the school's procedures with a specific focus on child protection and safeguarding
- Liaison with other agencies is encouraged and supported
- Teachers use the school curriculum, particularly PSHE, Science and E-Safety lessons to raise pupils' awareness of and to build confidence so that pupils have a range of strategies to ensure their own protection and understand the importance of protecting others

Roles and responsibilities

All staff should:

- Be aware of their own contribution to the provision of a safe and secure environment for all pupils and to make appropriate provision for children's welfare and guidance
- Know that they are "**mandatory reporters**" for any cases of suspected abuse
- Be aware of the school policy and procedures for reporting any suspect incidents
- Know who the DSL (Designated Safeguarding Lead) is and Deputy DSL are:
 - ✓ **Mr Woods (Head Teacher) is the DSL**
 - ✓ **Mrs Sharma (Senior Teacher) is the Deputy DSL**
 - ✓ **Miss Lefort (Assistant Head Teacher) is a Support Safeguarding Leader**
- Create or contribute to the creation of a school curriculum that enables children to develop self confidence, self esteem and the skills and understanding necessary to protect themselves and others.
- Be able to contact the LADO (Lisa Tingle- 020 8825 8155) for 'Allegations against Professionals'.

The designated safeguarding leader (DSL) has a responsibility to:

- be fully aware of the Local Authority and School Child Protection procedures
- co-ordinate action on child abuse within the school
- ensure that all staff are aware of their responsibilities in relation to Child Protection
- organise and deliver training on all aspects of Child Protection for teaching and non-teaching staff
- provide up to date information, advice and support to all staff
- adhere to procedures when reporting
- attend LA training at least every two years
- be aware of and liaise with all other agencies who offer advice to schools
- attend case conferences and if it is impossible for him/her to attend, ensure that a substitute is adequately briefed and provided with a written report for the child protection case conference
- take a major responsibility in supporting colleagues when a disclosure has been made
- ensure that the school passes on information *immediately* when a child changes schools, this includes transition between key stage 2 and key stage 3 or when the 'Children Missing in Education Procedures' (CME) apply
- play the leading role in curriculum development in relation to Child Protection
- monitor and evaluate the effectiveness of the implementation of the Child Protection policy

The designated deputy safeguarding leader and support safeguarding leader has a responsibility to:

- support the DSL with all aspects of CP work including attendance at case conferences, core group and review meetings (as necessary)
- to act as the designated DSL, assuming all of the above responsibilities in the absence of the DSL
- monitor induction/ NQT training arrangements for all staff in regards to CP

Governors (including the designated CP Governor) have a responsibility to:

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in school. It is recommended that a nominated governor for child protection is appointed to take lead responsibility within this area.

- The current nominated governor for child protection/ safeguarding is: Mr Jagdeep Gill

In particular the Governing Body must ensure:

- That the Child Protection Policy and procedures are current and are used effectively
- Safe recruitment procedures are used for all interviews and recruitments in school
- The appointment of a DSL who is a senior member of school leadership team
- Relevant safeguarding training for school staff/volunteers is delivered at the correct intervals and that induction arrangements cover CP and safeguarding issues
- Procedures are in place to manage and deal with any allegations against staff
- Any identified deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and about how the above duties have been discharged
- Issues relating to CP implementation are reported and minuted termly either as an agenda item or through the Head Teacher's report (as required)
- An annual summary report is compiled and shared with the governing body.

Training

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided every year with separate training to all new staff as part of induction and NQT training. Training for Dave Woods and Punam Sharma is up to date. Tanya Lefort is new to the role and is booked on the next available training this year.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. This policy will be updated during the year to reflect any changes brought about by new guidance.

Confidentiality

As few people, as possible within the school should be informed when there is an incident regarding child protection. All staff that has regular contact in and outside the classroom **might** need to know there is a concern. Decisions on confidentiality will be made by the DSL. Staff will not generally be informed of the outcome of any investigations by outside agencies unless there is a need to do so.

Do not promise confidentiality, as you will have to talk to other people and agencies:

- All staff in a school should be aware of the confidential nature of personal information.
- All staff should know how to maintain confidentiality.
- Personal information of a pupil nature should be given only to the DSL/Deputy DSL.
- Other staff only need to know as much as is necessary to act sensitively with a distressed child or young person. They do not need to know all details of allegations and alleged incidents.
- The teacher to whom the disclosure is made may need support in a confidential manner.

The pupil, depending on his/her age, should be kept informed of who knows, what they know, at all stages of the procedures.

It is essential that files containing information about alleged abuse are kept in a secure cabinet, and only accessed on a 'need to know' basis. (This secure cabinet is located and locked within the HT office)

Recording

Clear records can be the basis of useful contributions to the case conference and any possible court cases ensuring that sound decisions are made on the child's behalf. If there has been no disclosure or the child is too young or has a communication difficulty, monitoring and recording by relevant staff is particularly significant.

The Child Protection Leader (DSL) will keep all notes on Child Protection issues in a secure file in the Head Teacher's office.

Dealing with disclosures

Handling of the disclosure is critical to good child protection practice. For example; it may be the start of the healing process for the child or young person, or notes made at the time may be used in evidence later on. Disclosures can come from various sources, the person being abused, a friend, a parent or even the abuser.

The following points are important when dealing with a disclosure:

- Give the child or young person time to talk in a place where you will not be interrupted, if this is not possible agree on a specified time later;
- Take what the child or young person says seriously – children rarely lie about abuse
- Inform the DSL as soon as possible (*Record details on the "blue form"*)
- Stay calm; listen to the child without pressurising, without being judgemental or expressing anger or horror too strongly. The child may feel shame and guilt and may have feelings of love for the abuser, which can feel very confusing;
- Ask 'open ended' questions only if it is necessary. Leading or probing questions may contaminate evidence needed in the future;
- Do not promise confidentiality: You will have to talk to the DSL and possibly to other agencies. Explain to the child that to safeguard her/him you will need to talk to someone else. Let the child know you will tell and what you have to do next and if it is possible make brief notes at the time on any paper that comes to hand;
- Record as soon as possible the content of the conversation (*"blue form" + diagram to indicate any noticed injuries*)
 - i. separate out fact from opinion and record both;
 - ii. record any noticeable non-verbal behaviour; and
 - iii. record the actual words used by the child as far as possible rather than technical words and use a diagram to indicate the position of any bruising or injury;
- Make sure you continue to support the child, providing a safe place and time throughout the process of the investigation and afterwards get some support for yourself. Do not disclose confidential information about the child or young person to other colleagues, clearly, you must tell the DSL the details, as this is a part of the procedure and referral system.

It is vital to tell the designated teacher (DSL) of any concern about a child as soon as possible, in order that a decision to make a referral – or not – can be made.

Remember: School is NOT an investigative agency. We must hand over this responsibility to the appropriate agencies.

Working in partnership

The concept of partnership between the parents/carers and the school is important. Parents are consulted regularly on many matters and they often visit the school. When a case of abuse or suspected abuse has occurred, Social Services will usually have been involved. This may leave parents/carers and teachers with a difficult relationship where both parties may feel ill at ease.

We need to maintain an ethos where the need for privacy and confidentiality, within the boundaries of the child protection procedures, is overtly respected. Awareness of and respect for different cultural background and methods of parenting and family life are important to avoid narrow judgements about what constitutes ‘good’ and ‘bad’ parenting.

It is important that parents/carers are aware of the school’s policy on a child protection so that they know the responsibilities that the school has in this area. The full policy is available to view on the school website (www.beaconsfieldprimary.org.uk) and hard copies are available upon request from the school office. Information on child protection and safeguarding arrangements is included as part of the school prospectus.

Key point for parents/ carers: “Our first priority is always the child’s welfare and therefore there may be occasions when our concerns about your child means that we have to consult other agencies even before we contact you”. The procedures we follow have been laid down by the school and Local Authority.

Making a Referral

For child protection concerns the form is a follow up to the initial phone referral to ECIRS (Ealing Children’s Integrated Response Service) contact centre on 020 8825 8000.

For children in need referrals the form can be used as an initial written referral.

Child Protection Referrals

<u>Procedures</u>	<u>Guidance</u>
<p>If unsure whether to refer you can consult Social Services by ringing the children’s referral and assessment team duty manager</p> <p>Greenford Duty Team Manager 0208 825 7331 admin 0208 825 6322</p> <p>Acton duty Team Manager 0208 825 7742 Admin 0208 825 6950</p> <p>or by ringing ECIRS</p> <ol style="list-style-type: none"> Ring the ECIRS contact centre (8 825 8000) and make a referral. Tell the Contact Centre that you need to discuss the referral with the Social Worker who will be assessing the allegation so that you can plan who will contact parent and when. Note any reference number given and write it onto referral form. Review ALL existing school records for the pupil following a referral being made. When contacted by the Social Worker discuss and plan what is to be said to the parent/s, by whom and when. Involve Social Services team managers and LA designated child protection officer, if needed to reach agreement. Agree attendance at strategy meeting if appropriate. 	<p>Other agencies (ESW/ NSPCC/ GP or police) may also be consulted as appropriate</p> <ul style="list-style-type: none"> Pull together information from all school staff. As long as it does not cause delay, prepare the referral form in advance of your phone referral as a way of organising your information and concerns. <ul style="list-style-type: none"> Note any prior minor incidents/ absences/ injuries or concerns that could be now seen as a pattern Seek further information from staff who work directly with the child. National Guidance , supported by DfE and DoH ,is that <ol style="list-style-type: none"> All agencies should tell parents about a referral <u>unless the child is put at risk by doing so.</u> When you make your referral, agree with the recipient of the referral what the child and parents will be told, by whom and when. Making this agreement ensures a discussion of the risks involved in telling parent/s of the referral. The initial contact with parents requires careful planning and consideration, as it is crucial for ensuring the welfare of the child and co-operation of parents.

<p>4. Confirm the agreed action on contacting parents in a fax to the Social Services office. Send with an instruction to add to schools referral form.</p> <p>5. Social services should acknowledge your written referral within one working day of receiving it, so if you have not heard back within 3 working days, contact social services again.</p>	<p>The discussion with social services will decide on one of the following options</p> <ol style="list-style-type: none"> 1) The threshold for assessment/investigation has not been met and no action will be taken. School should then tell parent/s that they have consulted social services and that social services and possibly other agencies are available to offer help and support. 2) There will be an assessment/investigation but there is no risk in telling the parent/s about the referral. School will then need to plan how and when to discuss with parent. Parent/s can be advised that they can contact social services for help and discussion 3) There will be an assessment/investigation and there is no risk in telling parents as long as they can be advised of the details of when social services will contact them. This is to reduce parents' anxiety and consequent risk to the child. 4) There will be an assessment/investigation and the parent should not be told of the referral. The first strategy meeting will decide how best to inform the parent/s <p>This option will always be the case in allegations of sexual abuse, and/or where social services hold information not known to school. The possibility of such information is the reason all referrals should initially be discussed with social services before contacting parent/s. Whatever option is agreed the school will at some stage have to advise parent/s of the referral as they will usually have to maintain an ongoing relationship with them</p>
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DSL's and Deputy DSL's need to have the following information available when phoning (but should not delay if all the information is not available):

- Your name, designation, school's address and telephone number
- Child's name, date of birth, home address and details of other family or household members
- Ethnic origin of the child and family, the language spoken
- Details of the concern
- Details of the incident, e.g. date, time, what the referral was told and by whom, what they heard of, observed, what they said or did
- The nature of the child's relationship with the referrer
- The child's past and current circumstances and behaviour
- Details of any agencies known to be involved
- Whether or not the parents/guardians have been informed.

(See: APPENDIX 2 – “Child & Family Enquiry/ Referral)

Ensure all copies of forms sent and completed are copied and stored in the Child Protection folder held within the Head teacher’s office. Ensure that the Record of Children subject to a Child Protection Plan is completed at the front of the School Safeguarding Folder.

The following agencies may be involved:

- Social Services
- SAFE
- Health Services
- Police
- Educational Psychologist
- Clinical Psychologist
- Educational Welfare Services
- PREVENT Team
- ESCAN
- NSPCC

A coherent approach is needed. This involves all the services to work together. It is a legal requirement and is in the best interest of the child being served. The DSL/deputy DSL should be clear about his/her functions and tasks in the process and have an understanding of those of other services. They should also establish clear lines of communication.

Supporting abused children in school

The development of self-esteem is a fundamental need for all pupils. For those who have been abused it is necessary for self-esteem work to be more focused and broken down into manageable parts.

The following tasks/activities/way of treating the child or young person is suggestions of support that may be appropriate:

- Have regular routines, be consistent and reliable and set clearly defined limits
- Set task/activities that are achievable
- Offer opportunities for the pupil to demonstrate competence
- Take care to notice differences in the child
- Provide opportunities for the child to give and receive positive feedback from peers
- Create a safe and structured way to explore feelings and values
- Respond with warmth, tolerance and dignity and maintain the child’s dignity and
- Help the child or young person feel a sense of control over their lives.

Staff who are involved may need support themselves. Staff may be supported in the following ways:

- Recognition – the teacher involved will need time to adjust and reflect on events
- Recognition of the emotional impact on staff involved in an allegation or investigation of abuse
- Thinking through appropriate levels of support giving time out to talk it through
- Provide access to individual or whole staff counselling if needed
- Denial – staff dealing with abuse can find themselves confronted with facts they do not like and experience distress or strong emotional reactions. A common reaction to this is denial – denial can be personal or institutional. All staff will receive training to help them deal effectively with the incident.

Supporting staff

- We recognise that staff working in the school who have become involved with a child that 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 DSL and to seek further support as appropriate.

Communication with Parents/ Carers

- The school will undertake appropriate discussions with parents/ carers in relation to allegations. These discussions may take place before or after the involvement of other agencies.
- Discussions with parents/ carers may not take place when the DSL judges that doing so may place the child at further risk of potential harm
- The school will try to ensure that parents/ carers have an understanding of the responsibilities placed upon all school staff in relation to safeguarding and reporting of suspected abuse.

Allegations against members of staff (including volunteers)

If an allegation is made that refers to any member of staff, including the head teacher a separate LA approved procedure needs to be followed. These procedures are detailed in the “**Allegations Against Staff Policy**”. The LADO is Lisa Tingle (020 8825 8155)

An allegation is any information which indicates that a member of staff/ volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/ related to a child
- Behaved towards a child or children in a way which indicates she/he would pose a risk of harm if they work regularly or closely with children

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. They should not investigate or ask leading questions if seeking any clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a “need to know” basis only.

An immediate written record of the allegation needs to be completed using the informant’s words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

If the concerns raised are about the Head Teacher, then the Chair of the Governing Body should be informed. (*refer to the “Allegations Against Staff Policy” for further details*)

Annual Review Procedure

This policy is reviewed annually to take account of changes in practice and to updates procedures/ links for working with other agencies and alongside other school safeguarding policies. The policy is reviewed annually by the governing body as part of its remit is promoting safeguarding across all aspects of the school.

Supporting Policies

A number of other school policies support the work of “safeguarding” across the school. These policies include:

- ❖ E-Safety Policy
- ❖ Vulnerable Children Policy
- ❖ Looked After Children Policy
- ❖ Intimate Care Policy
- ❖ Whistleblowing Policy
- ❖ Allegations Against Staff Policy
- ❖ Recruitment Procedures
- ❖ First-Aid Policy & Procedures
- ❖ Children Missing in Education Procedure (CME)
- ❖ PREVENT Risk Assessment

All of these policies are reviewed regularly and approved by staff and governors to support the work of Child Protection and Safeguarding across all areas of the school.

Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. All staff will sign and review the LA Code of Conduct annually. Good practice includes:

- Staff to receive regular safeguarding updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Treating all pupils with respect.
- Setting a good example by conducting ourselves appropriately
- Involving pupils in decisions that affect them.
- Encouraging positive, respectful and safe behaviour among pupils.
- Being a good listener.
- Being alert to changes in pupils' behaviour and to signs of abuse and neglect.
- Recognising that challenging behaviour may be an indicator of abuse.
- Reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing.
- Asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid.
- Maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language.
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.
- Applying the use of reasonable force only as a last resort and in compliance with school and LSCB procedures.
- Referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care.
- Following the school's rules with regard to communication with pupils and use of social media and online networking, risk assessments and DBS checks.
- All volunteers will be asked to complete a DBS check. All new staff, all governors and regular volunteers who may have unsupervised access with children will have a DBS check and will not work with children on their own until positive DBS clearance has been confirmed.

Abuse of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The school and LA Code of Conduct sets out our expectations of staff and is signed by all staff members.

Vulnerable Groups:

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment of circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs.
- Young carers
- Living in a domestic abuse situation

- Affected by parental substance misuse
- Asylum seekers
- Living away from home – risk false fostering
- Vulnerable to being bullied, or engaging in bullying.
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
- Involved directly or indirectly in sexual exploitation
- Do not have English as a first language
- At risk of female genital mutilation (FGM) or forced marriage
- Exposed to violent extremism

The list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Looked After Children

Looked after children (LAC) are particularly vulnerable. The most common reasons for children becoming looked after is as result of abuse and/or neglect.

Staff, on a need to know:

- The legal status of each looked after child in school
- The contact arrangements with birth parents or those with parental responsibility.
- The child's care arrangements
- The levels of authority delegated to the carter by the LA
- Details of the child's social worker
- The name of the virtual school head in the LA that looks after the child.

All LAC must have a Personal Education Plan- to be started within 20 days of his/her arrival. Monitoring the child's attendance is of particular importance and his/her social worker should be informed if it falls below target levels.

Pupils who disappear from school

These apply to any pupil on the school roll who ceases to attend and the parents/carers have not advised the school they are leaving; it also applies to those on pre-admission list/register in YR who do not arrive on the expected date; and pupils not returning after a school holiday or term-time holiday.

These procedures in the LA children Missing Education Policy do not replace any Safeguarding/child protection procedures or guidance but are to be used in conjunction with them; they aim to provide a minimum standard safety for pupils to check their circumstances and follow them up when they are absent from school.

We follow the recommended procedures in the LA children Missing Education Policy. See check list in the "LA children Missing Education Policy- School and LA procedures for pupils and joining school" document. (Attendance policy)

Pupils who plan to leave the school

These regulations came into force on 1st September 2006- regulation 8 of the Education Regulations. When a parent advises school that the pupil will be moving school or to a different area they should be given a LEAVING SCHOOL FORM FOR PARENTS. Parents are asked for their cooperation in completing this from

1. Ask the address of the school and planned start date or pupil's new address
2. Ring and ask the school if they can confirm transfer
3. If they cannot ESW will be asked to contact the family and they will advise the school
4. If ESW cannot make contact they will pursue information from other sources

5. If no contact are found ESW will confirm they should be removed from the roll and school will pass details to social services as either a pupil who has disappeared but there are no welfare concerns or where school is concerned for the child's welfare. School will store records pending any future request for them.

If a pupil disappears from the roll and there is no preceding notice from the parent – school refers to ESW and steps 3-6 are followed. If there are concerns for the pupil's welfare an urgent referral will be made to social services.

Missing children

A Child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will report this to the Local Authority and monitor unauthorised absence, particularly where children go missing on repeated occasions.

Curriculum Matters

We aim to integrate child protection within the existing curriculum for personal, social and health education (PSHE) allowing for continuity and progression.

Children are taught to understand and manage risk through our personal, social and health (PSHE) education lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

Objectives:

- To provide a preventive curriculum which deals with the three aspects of
 - **Knowledge** - facts, dangers, possibilities, rights, agencies, keeping safe
 - **Awareness** - self-esteem, self-awareness, confidence
 - **Skills** – assertiveness, problem solving and communication
- To enable pupils to develop an understanding of relationships, personal safety and responsibility and independence.
- To provide a safe learning environment in which children can explore emotive issues – there must be clear ground rules.
- To acknowledge children's and young people's rights to:
 - Express and share feelings, emotional ideas and opinions
 - Be assertive and make judgements and choices
 - Be shown respect for their own bodies and ideas
 - Understand love and care
 - Safety at home, at school, in the community
 - Encouragement
 - Tolerance- permission to experiment, make mistakes and learn their own way
 - Be valued and accepted
 - Respect as individuals without prejudice
 - To recognise the contribution of the informal curriculum and ethos at the school, especially through adult examples of tolerance, sensitivity and negotiation

Appendix 1

Categories of abuse

Some forms of abuse have no obvious signs, for example a child who is being abused may communicate stress in a different way, e.g. by hiding it. Schools need to be aware of what implications there may be for children from different ethnic backgrounds, or children with disabilities or special educational needs or pupils with a variety of differing communication techniques.

Listing signs and symptoms are ways of raising awareness of possible abuse, but there is often an overlap between signs and symptoms of different types of abuse. **(See interagency guidelines for further details).**

Under the Children's Act, Social Services are required to investigate if they have reasonable cause to believe a child in their area is suffering or likely to suffer significant harm.

Significant harm must be viewed as part of categories – sexual abuse, physical abuse, emotional abuse and neglect. Always remember that there can be other explanations for such signs or behaving in such ways.

Physical Abuse (including Honour Abuse)

The actual or likely physical injury to a child, or failure to prevent injury (or suffering) to a child including deliberate poisoning, suffocation and Munchausen's syndrome by proxy, where the nature of the injury is not consistent with the explanation given by either the child or the parent OR there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented.

Emotional Abuse (including Domestic Violence)

Emotional abuse is caused by persistent and/or severe emotional rejection or ill treatment. It affects the child or young person's behaviour and development. It is often difficult to substantiate. All abuse involves some emotional ill treatment.

Sexual Abuse (including 'sexting' and/or Child Sexual Exploitation)

Sexual abuse is actual or likely exploitation of a child or adolescent. The child may be dependant and/or developmentally immature.

This can include penetration of a child's vagina, anus or mouth with a finger, penis or other objects; touching, rubbing or stroking or kissing of a child by an adult in a sexual manner; and adults or another child. Sexual abuse can also be an adult encouraging a child to watch or read pornographic material or making sexual suggestions to a child.

The following are often underlying factors that are present in sexual abuse: the inability of the child or young person to give their informed consent and the imbalance of power between the victim and perpetrator.

Indicators may be:

- Bruising/injury in an unusual area
- Spotting of blood
- Withdrawal / aggressive behaviour
- Frequent urination/infections/soiling
- Mouth infections
- Inappropriate sexual behaviour

Neglect

Neglect is the persistent or severe neglect of a child which results in serious impairment of that child's health or development. Exposure to danger or repeated failure to attend to a child's physical and developmental needs constitutes neglect.

Neglect and emotional abuse

- Medical/health needs of the child may not be attended to, e.g. sight testing, hearing, dental or skin conditions, general hygiene.
- Daily routines are neglected over an extended period, e.g. homework not done/lack of PE kits/response to letters/poor lunch content
- Physical ailments such as stress rashes
- Slowing of growth without a medical cause may be indicative of emotional neglect or abuse and occurs even when a child is not deprived of food. However, the weight may remain appropriate for the height but disproportionate for age. There is usually a dramatic increase in growth following removal of an abused child from abuser/s.
- Uncharacteristic withdrawal/thumb sucking or attention seeking behaviours.
- Dishevelled or unclean clothing on a regular basis.
- Inappropriate clothing e.g. no socks/sandals in cold/wet weather
- Extreme tiredness

FGM (Female Genital Mutilation)

FGM is recognised by the United Nations as a violation of the human rights of girls and women. It reflects deep-rooted inequality between the sexes, and constitutes an extreme form of discrimination against women. It is nearly always carried out on minors (between infancy and age 15) and is a violation of the rights of children.

It is illegal in the UK and it is child abuse. FGM is under reported in this country. Over 24,000 girls under the age of 15 years in England and Wales are at risk from undergoing FGM either in this country or abroad. The summer holiday's is the period when girls are mostly at risk of FGM. With your help we can identify those at risk and together we can protect girls from undergoing FGM.

No health benefits, only harm

FGM has no health benefits, and it harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and interferes with the natural functions of girls' and women's bodies.

Immediate complications can include severe pain, shock, haemorrhage (bleeding), tetanus or sepsis (bacterial infection), urine retention, open sores in the genital region and injury to nearby genital tissue.

Long term consequences can include:

- recurrent bladder and urinary tract infections;
- cysts;
- infertility;
- an increased risk of childbirth complications and new-born deaths;
- A need for further surgery. For example, the FGM procedure that seals or narrows a vaginal opening (type 3 above) needs to be cut open later to allow for sexual intercourse and childbirth. Sometimes it is stitched again several times, including after childbirth, hence the woman goes through repeated opening and closing procedures, further increasing and repeated both immediate and long-term risks.

Who is at risk of FGM?

The communities in the UK that girls are most at risk of FGM include the Somali, Sudanese, Sierra Leone, Gambian, Liberian, Egyptian, Nigerian, Ethiopian and Eritrean communities. Non-African communities that practice FGM include Yemeni, Afghani, Kurdish, Indonesian, Malaysian and Pakistani Bohra Muslim communities.

FGM indicators

- The girl may confide that she is to have a "special procedure" which will make her a woman or talk of a ceremony taking place for her or other siblings. There may be talk of vaccinations or talk of absence from school. Girls are more at risk of FGM during school summer holidays
- A girl or her family may talk about a long holiday to her country of origin or to a country where the practice is prevalent. This is not enough on its own but might be significant when added to other concerns.
- A mother or an older sibling had already undergone FGM

Signs that FGM may have occurred

- Prolonged absence from school with a noticeable change in behaviour on return
- Finding it difficult to sit still and appears to be experiencing discomfort or pain
- Spending a long time away from class for toilet breaks
- Asking to be excused from PE or swimming
- Suddenly visiting the school nurse more frequently
- A sudden change in dress

Prevention & Reporting

School staff can play a key role in protecting girls from FGM.

If you think a girl is at risk of FGM or that FGM may have taken place you **must report it immediately** as you would any other form of child abuse.

- 1) You **must** inform your Child Protection Advisor
- 2) A referral **must** be completed to children's social care
- 3) In urgent cases, contact children's social care or police direct.

It is essential that the young person's parents **are not** spoken to before a referral is sent to children's social care. A full risk assessment will be conducted and any decision to contact the young person's parents will be made jointly by children's social care and police.

It is essential that all professionals within education are aware of this heinous crime and follow the above safeguarding procedures.

For additional support: Project Azure, Metropolitan Police Tel 020 71612888	Dr Comfort Momoh (MBE) FGM Specialist Phone: 020 7188 6872 Mobile: 07956 542 576 E-mail: comfort.momoh@gstf.nhs.uk	FORWARD Phone: 020 89604000 E-mail: naana@fowarduk.org.uk	Daughters of Eve Mobile: 07983 030 488 07961797173 E-mail (via website): www.dofeve.org/	IKWRO Phone:02092064607 email: www.ikwro.org.uk/
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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly "consensual" relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf

Further information on Preventing Radicalisation and Extremism)

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent Duty").

Schools and colleges should be aware of the signs and symptoms of a young person being at risk of becoming radicalised:-

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

The DSL will speak with the victim, their parents and any other professionals involved to discuss and agree the best form of support for victims of radicalisation or extremism. The support may be through: Counselling, referral to GP, private therapy, referrals to other services.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf

Children displaying sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 percent of child's sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the DSL as soon as possible.

Allegations of abuse made against other children (including 'Sexting')

Staff should recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways. **Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".**

Forms of peer on peer abuse could, for example, include:

- Girls/boys being sexually touched/assaulted
- Girls/boys being subject to initiation/hazing type violence. (hazing is the practice of rituals, challenges and other activities involving harassment. Hazing activities can involve forms of ridicule and humiliation within the group or in public.
- Sexting
- Cyber bullying

Procedures to minimise the risk of peer on peer

Children are encouraged to report all forms of abuse.

Reporting mechanisms include: Counselling service, daily access to trusted staff, speaking with their parents.

For Sexting incidents the school will follow the guidelines out in Sexting in Schools UKCCIS (UK Council for Child Internet Safety)

A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

When an incident involving youth produced sexual imagery comes to the school's attention

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk or harm
- At any point in the process if there is as concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Initial review meeting

The initial review meeting should consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person- in most cases, imagery should not be viewed
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved – in most cases parents should be involved

An immediate referral to police and/or children's social care should be made if at this initial stage:

1. The incident involves an adult
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent(for example owing to special educational needs)
3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
4. The imagery involves sexual acts and any pupil in the imagery is under 13
5. You have reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

If none of the above apply then the school may decide to respond to the incident without involving the police or children's social care (the school can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral and disciplinary framework and if appropriate local network of support.

The decision taken will be based on consideration of the best interests on the young people involved. This should take into account proportionality as well as the welfare and protection of the young people. The decision should be reviewed throughout the process of responding to the incident.

“If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example a young person sharing someone else’s imagery without consent and with malicious intent, should generally be referred to police and/or children’s social care. If you have any doubts about whether to involve other agencies, you should make a referral to the police.” *Sexting in Schools UKCCIS*

The designated CP lead will speak with the victim, their parents and any other professionals involved to discuss and agree the best form of support for victims of peer on peer abuse. The support may be through: School counselling service, referral to GP and private counselling, referral to another service more appropriate.

Raising Awareness:

Child/child Abuse

The school will respond to the risk of abuse of pupils from any source. Where that abuse is from other children the victim will still need to be protected even if the alleged abusers also need investigation, support and management. Abusers may well have suffered abuse themselves but their abuse of others will need to stop and all victims be protected. School will refer all cases where there is risk of harm to children even when the alleged abuser is another child. This ensures victim and abusers get the appropriate response.

Temporary/Supply Staff

Temporary and Supply staff are given an induction sheet and informed who the Designated Safeguarding Lead is. The induction sheet also outlines their responsibility to report all safeguarding concerns to the Designated Teacher.

Information about vulnerable children with medical needs is kept in the welfare room and supply staff are made aware of any children in their class who have medical needs.

Parent/carer helpers and volunteers/students

Class teachers must make parent helpers in their classrooms aware of the need for complete confidentiality of information in school and the necessity to pass on any concerns/conversations with regards to child protection issues which come to their notice. Volunteers must be informed of who the Child Protection designated teachers are and of procedure at the beginning of their placement. (induction sheet). All volunteers must be risk assessment checked.

Visiting Staff

Supply staff are DBS checked by the agencies and the school is informed of the checks. When supply staff visit they must be informed of who the child protection designated teacher is and given a copy of the supply induction form that also contains this information.

Publication

This policy is published in the school website and parents/carers are informed of its review and availability through the school newsletter.