



## Child Protection Policy

### Key Contacts

Role	Name	Contact details
Designated safeguarding lead	Mark Hartley (Headteacher)	07968 776 252
Designated safeguarding lead	Sue Jepson (Deputy Headteacher)	07981 349 076
Nominated governor for safeguarding and child protection	Nigel Standing	07973 333 676
Chair of governors	Ann Hodgetts	07860 946 072
Local Authority Designated Team: SPA Single Point of Access	Single point of access	020 8891 7969 8am to 6pm, Monday to Friday, 020 8770 5000 out of hours

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**Appendix 9: Other related specific safeguarding issues**

**Aims:**

- to safeguard the well being of children at our school
- to ensure that any cases of child abuse are recognised and dealt with an efficient way.

**FOR QUICK REFERENCE SEE SEPARATE "CHILD PROTECTION ISSUES"**

**Overview**

Barnes Primary School fully recognises its responsibilities for child protection. The safety and protection of children is of paramount importance to all those involved in education. Children can develop a special and close relationship with school staff, and view them as significant and trustworthy adults. It is not surprising therefore that children, if they have suffered abuse, may confide or disclose to a teacher or other member of staff. Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

- *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, March 2015*
- *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, March 2015*

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to the policy:

- ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- supporting any pupil who has been abused and establishing a child protection plan
- establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well-placed to observe the outward signs of abuse. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried
- include opportunities in the Personal Social Citizenship and Health Education curriculum (PHCSE) for children to develop the skills they need to recognise and stay safe from abuse.

School staff are also in a unique position to notice any change in demeanour or circumstances. There is the opportunity to notice injuries, marks or bruises when children are doing P.E, games or swimming which might indicate a child has been abused. There is also an opportunity to notice sudden and unusual changes in a child's behavior.

We will follow the procedures set out by the local safeguarding children's board and take account of guidance issued by the Department for Education (DfE) to ensure:

- we have a designated senior person for child protection who has received appropriate training and support for this role
- we have a nominated governor responsible for child protection
- every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated senior person responsible for child protection and their role
- all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated senior person responsible for child protection
- that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus

We will also:

- notify Social Services, through the Single Point of Access (SPA), if there is an unexplained absence of more than two days of any pupil who is on the Child Protection Register
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences
- keep written records of concerns about children, even where there is no need to refer the matter immediately
- ensure all records are kept securely, separate from the main pupil file, and in a locked location (the filing cabinet in the Headteacher's locked cupboard)
- develop and then follow procedures in the case of an allegation being made against a member of staff or volunteer (see Dealing with Allegations against Staff policy)
- ensure safe recruitment practices are always followed

We recognise that children who are abused or those who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant, or they may be withdrawn.

The school will endeavour to support the pupil through:

- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- the content of the curriculum:
  - ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
  - ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
  - encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- providing pupils with a number of appropriate adults to approach if they are in difficulties;
- supporting the child's development in ways that will foster security, confidence and independence;
- ensuring that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred
- liaison with other agencies that support the pupil such as The Learning Needs Team; The Education Welfare Service; The Looked After Children's Team; The Educational Psychology Service; Social Services; Child and Adult Mental Health Service
- ensuring that when a pupil on the child protection register leaves, information about the pupil is transferred to the new school immediately and that the child's social worker is informed. Contact will also be made with the receiving school if at all possible.

## **Abuse - a definition**

'Abuse and neglect are forms of maltreatment - a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.'

'Child abuse consists of anything which individuals, institutions, or processes do or fail to do which directly or indirectly harms children or damages their prospects of safe and healthy development into adulthood.'

*Childhood Matters, 1997*

## **Definitions of Abuse and Neglect**

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger.

*What To Do If You're Worried A Child Is Being Abused'*

*March 2014*

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing, ill health to a child.

**Emotional abuse** is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened, or the exploitation or corruption of children. Emotional abuse includes online bullying through social networks and mobile phones. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse** is any sexual activity with a child. It involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways. Online abuse may involve children reading sexually explicit material, being asked to perform sexual acts or posing for the sexual gratification of others. Young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children. Appendix 4 contains further information on child sex exploitation and Appendix 5 contains further information on female genital mutilation.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs.

*Source - 'What To Do If You're Worried A Child Is Being Abused'  
March 2014*

## **Signs and Symptoms of Child Abuse and Neglect**

The following lists are not exhaustive. They are intended as a guide to some of the common signs that can indicate that a child is being abused or neglected. A child may, however, show none of these signs, yet still have been abused, or, conversely, display one of these symptoms yet not have been abused.

### **Some of the following signs may be indicators of:**

#### **Physical abuse:**

- children with frequent injuries;
- children with unexplained or unusual fractures or broken bones; and
- children with unexplained:
- bruises or cuts, burns or scalds, bite marks

#### **Emotional abuse:**

- children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- parents or carers blaming their problems on their child; and
- parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

#### **Sexual abuse and exploitation:**

- 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; and
- children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

- 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 changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or don't take part in education.

#### **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; and
- parents who fail to seek medical treatment when their children are ill or are injured.<sup>5</sup>

### **Prevalence of Child Abuse & Neglect**

Numbers of children in the child protection system are increasing, NSPCC (2015) [How safe are our children?](#) In the past year the absolute number of children subject to child protection plans (CPPs) or on child protection registers (CPRs) continued to increase in England. There are currently over 50,000 children identified as needing protection from abuse in the UK. We estimate that for every child identified as needing protection from abuse, another 8 are suffering abuse: NSPCC (2013) [How safe are our children? 2013](#).

Last year over 29,000 children and young people talked to ChildLine about abuse last year: NSPCC (2015) ["Always there when I need you": ChildLine review: what's affected children in April 2014 - March 2015](#).

#### **Sexual abuse**

1 in 20 children in the UK have been sexually abused.

1 in 3 children sexually abused by an adult did not tell anyone.

Over 90% of sexually abused children were abused by someone they knew.

Over 2,800 children were identified as needing protection from sexual abuse last year.

Father-daughter incest occurs for less than 1 in 1000 children. Most likely child sexual abuse is by a relative, including a brother or step-brother.

Over 1,700 victims of FGM were referred to specialist clinics in the last two years

FGM is most commonly carried out when a girl is 5-8 years old.

23,000 girls under 15 could be at risk of FGM in England and Wales and nearly 60,000 women could be living with the consequences of FGM.

#### **Neglect**

1 in 10 children have experienced neglect.

Over 24,300 children were identified as needing protection from neglect last year.

Neglect is a factor in 60% of serious case reviews.

Neglect is the most common reason for taking child protection action.

150 – 200 children die through abuse/neglect each year in the UK.

### **Emotional abuse**

1 in 14 children have experienced emotional abuse by a parent or guardian.

Over 18,000 children were identified as needing protection from emotional abuse last year.

Emotional abuse is the 2nd most common reason for children needing protection from abuse.

There were almost 26,000 counselling sessions with children about bullying last year.

More than 16,000 young people are absent from school due to bullying.

Three quarters of parents have looked for or received information or advice about how to help their child manage online risks.

1 in 3 children have been a victim of cyberbullying.

1 in 4 children have experienced something upsetting on a social networking site.

Almost 1 in 4 young people have come across racist or hate messages online.

CEOP estimates that there were around 50,000 individuals in the UK involved in downloading and sharing indecent images of children during 2012.

### **Physical abuse**

1 in 14 children have been physically abused.

19% of contacts to the NSPCC's helpline last year were concerns about physical abuse.

Over 6,800 children were identified as needing protection from physical abuse last year.

Children are 7 times more likely to be beaten by their parents than sexually abused by them.

Mothers are more likely to hit out at their children than fathers - 49% vs 40%

Around 1 in 5 children have been exposed to domestic abuse.

Domestic abuse is a factor in 60% of serious case reviews.

A third of children witnessing domestic violence also experienced another form of abuse.

1 in 5 teenagers have been physically abused by their boyfriends or girlfriends.

130,000 children live in households with high-risk domestic abuse.

### **NSPCC website research statistics 2016**

Reports of sexual offences against children have increased sharply **Source:** NSPCC (2015) [How safe are our children?](#) **Explanation:** Police recorded 36,429 sexual offences against children in the UK in 2013-14. In 2013-14, police in England, Northern Ireland, Scotland and Wales recorded the highest number of sexual offences against children in the past decade. All four nations saw a sharp increase in 2013-14 possibly due to an increased willingness to report abuse following recent high profile sexual abuse cases in the media.

### **Referral criteria**

Everyone who comes into contact with children...

- has a duty to safeguard & promote their welfare
- should be familiar with child protection procedures
- should avoid asking a child leading questions, or trying to investigate a situation alone
- must refer any child abuse concern to the Child Protection Designated Teacher (Headteacher)

## **What To Do If You're Worried A Child Is Being Abused' Department of Health 2003**

The school has a responsibility to refer a child to Local Authority children's social care when it is believed or suspected that a child:

- has suffered significant harm
- is likely to suffer significant harm
- has development and welfare needs which are likely only to be met through provision of family support services.

### **The Role of the Child Protection Designated Person**

This role is key to ensuring that proper procedures and policies are in place and are followed with regard to child protection issues and that there is a dedicated resource available for other staff, volunteers and governors to draw upon.

Every school should appoint a senior teacher as a child protection designated teacher. All members of staff should be aware of who this person is and what their role is. They should act as a source of advice and coordinate action within the school over cases of abuse. They will need to liaise with all agencies and should build a good working relationship with colleagues from these agencies.

They should possess skills in recognising and dealing with child welfare concerns. Appropriate training and support should be given. The designated teacher should be the first person education staff report cases to. It is then the responsibility of the designated teacher to discuss the situation with the relevant agencies. On occasions when the designated teacher is absent a message to call the school because of a child protection issue should be left on his mobile number.

The DfE has clear guidelines on what schools, governing bodies and Local Authorities (LAs) should do if they suspect that a child has been abused or assaulted. It is not, however, the responsibility of teachers and other staff in schools to investigate suspected abuse.

The designated teacher is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the Richmond Area Child Protection Committee SPA (single point of access). He must also be able to deal with allegations made against members of staff.

To be effective the designated teacher will:

- act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Social Services and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff.
- ensure each member of staff has access to and is aware of the school's Child Protection Policy. This is essential in respect of staff who are part-time or work with more than one school.
- ensure the schools Child Protection Policy is updated and reviewed annually and work with the designated governor for child protection regarding this.
- be able to keep detailed, accurate, secure written records of referrals/concerns.
- ensure parents see copies of the Child Protection Policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.



Where children leave the school roll, ensure their file is transferred to the new school as soon as possible. If a child leaves and the new school is not known, the DfE should be alerted so that these children can be included on the database for lost pupils.

## Guidance to staff - what to do if a child makes a disclosure

The following guidelines highlight the most important points to remember in dealing with a disclosure of abuse:

- **always listen** to the child, no matter how difficult you find what they are saying. Yours is a listening role: do not interrupt the child if he or she is freely recalling significant events
- if a disclosure is made the pace should be dictated by the pupil without them being pressed for detail by being asked such questions as *“what did they do next?”* or *“where did they touch you?”*. It is our role to listen not to investigate. Use open questions such as *“is there anything else you want to tell me?”* or *“yes?”* or *“and?”*
- 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?”*
- do acknowledge how hard it was for them to tell you this
- don’t criticise the perpetrator, this may be someone they love
- **don’t promise confidentiality**, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated teacher) and why. It is important that you don’t make promises that you cannot keep such as *“I’ll stay with you all the time”* or *“it will be alright now”*. Never promise to keep a secret, no matter how insistent the child is
- never give any indication that you disbelieve what is being said - keep an open mind
- stay calm, steady and reassuring
- listen carefully and patiently to the child; do not press for information or lead the child, as well-intentioned questions could prejudice further investigations. Do not cross-examine the child. Any questions that may be needed to clarify what the child is saying should be framed in an open manner
- reassure the child that they have done the right thing in telling you, and explain that you are going to have to report the disclosure
- do not discuss your suspicions with the parent or anyone else until the concerns have been discussed with the designated teacher.

Report the disclosure as soon as possible to the designated teacher for child protection. If possible, record the details of the disclosure and pass the records on to the person you have reported it to. The note should record the time, date, place and people who were present as well as what was said - this may be used in any subsequent court proceedings.

There may be instances where a child does not actually confide in you but you come to suspect abuse because of overhearing a conversation with other children or explicit drawings or stories that are produced in class.

Disclosures may also occur through a third party. Discuss any incidents as soon as possible with the designated teacher.

## **Guidance regarding how to talk to a child who is making an allegation**

- *You have been very brave to tell me this.*
- *We believe in keeping you safe. Everyone in your school will help you to feel safe, and we will help you.*
- *It's not your fault - whoever's hurting you or your friends is to blame.*
- *You don't have to keep a secret about being hurt.*
- *You don't have to deal with this on your own.*
- *Mr Hartley is the teacher in this school who has special responsibility for helping you if someone's hurting you or your friends.*

## **Contributing to child protection through the curriculum**

We can raise awareness of child protection issues through safety education as part of the non-statutory framework for PSHE.

### **As part of developing a healthy, safer lifestyle pupils should be taught to:**

- recognise different risks in different situations and then decide how to behave responsibly.
- judge what kind of physical contact is acceptable or unacceptable.
- manage risk and make safer choices, including recognising when pressure from others (including people they know) threatens their personal safety and well-being.
- develop effective ways of resisting pressures including knowing when and where to get help.
- use assertiveness techniques to resist unhelpful pressure.
- develop skills to cope with emergency situations.

## **Responsibilities of the governing body**

The governing body should ensure that:

- the school has a child protection policy and procedures in place.
- the school operates safe recruitment procedures.
- the school has procedures for dealing with allegations of abuse against staff and volunteers.
- the designated senior person takes lead responsibility for dealing with child protection issues, including the provision of advice and support for other staff.
- all staff undertake appropriate training that is kept up to date by refresher training at three yearly intervals.
- temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- any deficiencies or weaknesses in regard to child protection arrangements are resolved without delay.
- a member of the governing body is nominated to be responsible for liaising with the LA and partner agencies in the event of allegations of abuse being made against the Headteacher.
- the governing body should review the policy and related procedures annually and provide information to the LA about current practice and how their duties have been discharged.

## Parental permission

Using images of children requires the consent of the parent or carer. Permission is obtained by using an agreement form which parents sign when a child joins the establishment.

Each year, as part of our standard communication, parents should be asked if they wish to change their permission. If they do, they should be encouraged to contact the Headteacher. When a parent does not agree to their child being photographed, the Headteacher must inform staff and make every effort to comply sensitively. If a child whose parents have refused permission for photography is involved in a sports event, for instance, it may not be appropriate to photograph the whole team. Careful liaison with parents is therefore essential. The parent may accept a team photograph if names are not published or they may be prepared to relent if it affects the whole team.

## Sharing information

Everyone who works with children and young people is duty bound to share information both professionally and legally. Eight key points should be considered:

- explain to children, young people and their families at the outset of any dialogue with them what and how information will or could be shared, in what circumstances and why, and seek their agreement. The exception to sharing information is where sharing of information would increase the risk of significant harm to the child, young person or others or risk serious harm to an adult or if it would undermine the prevention, detection or prosecution of a serious crime
- always consider the safety and welfare of the child or young person when making decisions about sharing information. Where there is concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration
- respect the wishes of children, young people and families, where possible, who do not consent to information being shared. However, information should be shared if, on the facts of the case, the practitioner's judgement is that there is sufficient need to override the lack of consent
- seek professional advice when in doubt, especially when doubt relates to concern about possible significant harm to a child or serious harm to others
- Information shared should be accurate and up-to-date, necessary for the purpose for which it is being shared, shared only by those people who need to see it and shared securely
- always record reasons for a decision, whether it is to share information or not
- **consent is not necessary** in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Care; staff members must make sure to record what information has been shared.
- **Consent is necessary** for: Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with a social worker in the Duty and Assessment Team. It is also necessary for early help assessments. Assessments are undertaken with the agreement of the child and their parents or carers.

## Confidentiality

Staff have the professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies. Staff who receive the information about children and families in the course of their work should have this information only within professional context. Child protection records will be kept securely locked. Personal information about all pupils' and their families is regarded by those who work in this school as confidential. All staff will aim to maintain this confidentiality; all records relating to child protection incidents will be maintained by the designated teacher and only shared as is consistent with the protection of children.

## **Child Missing from Education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers

**All** schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify

## **Safer workforce**

We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with the statutory guidance *Keeping Children Safe in Education, July 2015*.

We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. This information will be kept on file.

Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

We will ensure that at least one member of every interview panel has completed safer recruitment training. The Headteacher and Deputy Headteacher have both attended safer recruitment training. The Headteacher are responsible for ensuring that our **single central record** is accurate and up to date and that all DBS documentation is up to date.

## **Procedure for managing allegations of abuse made against school staff members and volunteers**

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Part 4 of Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, March 2015

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

### **Supporting people:**

- The school together with Children's Social Care and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.
- The Headteacher will ensure that the child and family are kept informed of the progress of the investigation.
- The Personnel Advisory Team will be contacted at the earliest opportunity for advice in relation to the investigation of any allegation in line with the Councils' Disciplinary Policy, where appropriate.
- The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support.
- The Personnel Advisory Team will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
- The Headteacher will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.

The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual.

## **Site security**

We ensure our buildings and grounds are secure and liaise closely with all morning and after school club providers to minimise potential risks to children in our care.

We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

**Mark Hartley, Headteacher**

**Sue Jepson, Deputy Headteacher**

Reviewed: February 2016      Next review: July 2016

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## Appendix 1: Statutory assessments under the Children Act 1989

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in need may be assessed under **section 17** of the Children Act 1989, in relation to their special educational needs, disabilities, as a carer, or because they have committed a crime. Where an assessment takes place, it will be carried out by a social worker. The process for assessment should also be used for children whose parents are in prison and for asylum seeking children. When assessing children in need and providing services, specialist assessments may be required and, where possible, should be coordinated so that the child and family experience a coherent process and a single plan of action.

When undertaking an assessment of a disabled child, the local authority must also consider whether it is necessary to provide support under section 2 of the Chronically Sick and Disabled Persons Act (CSDPA) 1970. Where a local authority is satisfied that the identified services and assistance can be provided under section 2 of the CSDPA, and it is necessary in order to meet a disabled child's needs, it must arrange to provide that support.

Concerns about maltreatment may be the reason for a referral to local authority children's social care or concerns may arise during the course of providing services to the child and family. In these circumstances, local authority children's social care must initiate enquiries to find out what is happening to the child and whether protective action is required. Local authorities, with the help of other organisations as appropriate, also have a duty to make enquiries under **section 47** of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

Some children in need may require accommodation because there is no one who has parental responsibility for them, because they are lost or abandoned or because the person who has been caring for them is prevented from providing them with suitable accommodation or care. Under **section 20** of the Children Act 1989, the local authority has a duty to accommodate such children in need in their area.

Following an application under **section 31A**, where a child is the subject of a care order, the local authority, as a corporate parent, must assess the child's needs and draw up a care plan which sets out the services which will be provided to meet the child's identified needs.

If a local authority considers that a young carer (see glossary) may have support needs, they must carry out an assessment under **section 17ZA**. The local authority must also carry out such an assessment if a young carer, or the parent of a young carer, requests one. Such an assessment must consider whether it is appropriate or excessive for the young carer to provide care for the person in question, in light of the young carer's needs and wishes. The Young Carers'

## Appendix 2: The Common Assessment Framework (CAF)

The CAF is not a referral form. It provides a common method across all children's services and agencies to:

- Identify needs
- Coordinate provision of services
- Share information between services
- Set up the role of 'lead professional'

It is designed to be used when:

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

It should be completed by the Child Protection Designated Teacher when there are significant concerns that the child will not progress towards the five Every Child Matters priority outcomes:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well being

Completing a common assessment form should:

- Enable the professional to identify the child's needs
- Provide a structure for systematic gathering and recording of evidence
- Record evidence of concerns and a baseline for measuring progress in addressing them



## Appendix 3: Definitions and abbreviations

Abuse, including neglect, is a form of maltreatment. A person may abuse a child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by a stranger.

Children are any people who have not yet reached their 18<sup>th</sup> birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

Safeguarding children is the action we take to promote the welfare of children and protect them from harm. Safeguarding and promoting the welfare of children is defined in [Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children \(March 2015\)](#) as:

protecting children from maltreatment;

preventing impairment of children's health and 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.

Significant harm is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

CAF: Common Assessment Form

CEOP: Child Exploitation & Online Protection

CSE: Child Sex Exploitation

FGM: Female Genital Mutilation

## Appendix 4: Further information on Child Sexual Exploitation

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.

Teachers and school staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. Schools are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

Link to LSCB Child Sexual Exploitation procedures;

[http://pansussexscb.proceduresonline.com/chapters/p\\_sex\\_exploit.html](http://pansussexscb.proceduresonline.com/chapters/p_sex_exploit.html)

Link to DfE 'What to do if you suspect a child is being sexually abused': This should be read in conjunction with statutory guidance

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Link to DfE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation.

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

## Appendix 5: Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that 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. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Guidelines for school sets out how staff can make a difference; 'Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to school or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom.

Students who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, lecturer or other member of staff before seeking help from the police or social services. Sometimes the student's friends report it to staff. Teachers, lecturers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage'

Link to DFE multi agency practice guidelines for female-genital-mutilation (June 2014)

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

## Appendix 6: Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

The Department for education has published The Prevent duty Departmental advice for schools and childcare providers at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

## Appendix 7: Self-harm and suicidal behaviour

Definition - Self harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

## Appendix 8: Discussing concerns with the family and the child - advice for the designated safeguarding lead

In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

**If you make a decision not to discuss your concerns with the child's parents or carers** this must be recorded in the child's child protection file with a full explanation for your decision.

**It is important to consider the child's wishes and feelings**, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.

When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.

How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from Children's Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

**It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to Children's Social Care, unless you consider that this would place the child at increased risk of significant harm.**

**You do not need the parents' consent to make a referral if you consider the child is in need of protection**, although parents will ultimately be made aware of which organisation made the referral.

If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to Children's Social Care.

**If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.**

When you make your referral, you should agree with Children's Social Care what the child and parents will be told, by whom and when.

## Appendix 9: Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up to date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES website and NSPCC website.

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking