

# Child Protection and Safeguarding Policy

4	08/02/2017	<del>Updated</del> <i>Child Protection Safe in Education</i>	publication date
3	04/10/2016	Amended to include dealing with allegations of abuse by a child against another child	
2	11/04/2016	Prepared by Donna O'Connor (head teacher) Discussed with Senior Leadership Team Agreed with all school staff (April 2016) Agreed with governors (April 2016)	
1	01/01/2012	Initial version	

The governing body will review this policy annually (or sooner if legislation requires) and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## Safeguarding contacts

Designated safeguarding lead	<b>Donna O'Connor</b> (head teacher)
Deputy safeguarding leads	<b>Luke Redman</b> (assistant head teacher) <b>Rebecca Millward</b> (assistant head teacher)
Designated safeguarding governor	<b>Rob Kemp</b>
Deputy safeguarding governor	<b>Richard Frank</b>

School telephone number	<b>020 8321 8100</b>
School email address	<b>office@worple.hounslow.sch.uk</b>
Hounslow Children's Services Front Door (Early Help Hounslow)	<b>020 8583 6600</b>
Hounslow (East) Team Manager	<b>Leo Waenga</b> leo.waenga@hounslow.gov.uk
Head of Operational Child Protection and Safeguarding	<b>Martin Forshaw</b> martin.forshaw@hounslow.gov.uk
Hounslow Educational Welfare Officer	<b>Deborah Charles</b> deborah.charles@hounslow.gov.uk
Local Authority Designated Officers (LADO)	<b>Hetsie van Rooyen</b> <b>Sally Grieg</b> 020 8583 3066 cpcc-gcsx@hounslow.gcsx.gov.uk

## Purpose of the policy

The school recognises that it has an explicit duty to safeguard and protect children from abuse as defined in the Children Act 2004 and the Education Act 2002.

The overall intention and purpose behind the school's child protection and safeguarding policy is underpinned by the fundamental principle of the Children's Act 1989: 'the welfare of the child is paramount'.

The health, safety and well-being of the children are of paramount importance to everyone in the school.

All children have the right to protection, regardless of age, gender, race, culture or disability.

All children have a right to be safe in school.

The policy is in response to:

- The Children's Act 1989 and 2004
- Sections 175 and 157 of the Education Act 2002, implemented in June 2004
- Keeping Children Safe in Education (2016)
- The Education (Pupil Information) (England) Regulations 2005

It is in line with:

- Hounslow Safeguarding Board Safeguarding Procedures
- Working Together to Safeguard Children (2015)
- What to do if you're worried about a child being abused (March 2015)
- Safeguarding Children and Safer Recruitment 2006
- Multi-Agency Practice Guidelines: Female Genital Mutilation (2014)

This policy applies to all adults, including volunteers, working in or on behalf of the school.

- Everyone who comes into contact with children and their families has a role to play in safeguarding children.
- School staff, visitors and volunteers are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.
- School staff, visitors and volunteers have a responsibility to provide a safe environment in which children can learn.
- School staff, visitors and volunteers have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
- Everyone should support children's development in ways which will foster a sense of self-esteem and independence.
- All staff then have a responsibility to take appropriate action...

## **School commitment**

The school is committed to safeguarding and promoting the welfare of all of its pupils.

Each pupil's welfare is of paramount importance.

Some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

Some children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way.

The school will always take a considered and sensitive approach to effectively support those children.

## **Aims**

The aims of this policy are to:

- support the child's development in ways that will foster security, confidence and independence;
- provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties believing they will be effectively listened to;
- raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure the school contributes to assessments of need and support packages for those children;
- emphasise the need for good levels of communication between all members of staff;
- develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse;
- develop and promote effective working relationships with other agencies, especially the Police and Social Services;
- ensure that all adults within our school who have substantial access to children have been checked as to their suitability.

## **Procedures**

The school follows the procedures set out by the Hounslow Local Safeguarding Children Board and take account of guidance issued by Ofsted and the Department of Education to:

Wherever the word "staff" is used, it covers ALL staff on site, including ancillary and supply staff, and volunteers working with children.

1. Ensure that the designated leader and two deputies designated leaders receive appropriate training and support for their role.
2. Ensure that there is a designated governor responsible for safeguarding
3. Ensure that every member of staff (including temporary staff, volunteers, supply staff etc) and the governing body knows who the designated senior person for safeguarding is and their role.
4. Ensure that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for safeguarding.
5. Ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding by setting out its obligations on the website and in school publications.
6. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters, including attendance at case conferences and core group meetings.
7. Ensure support provided in accordance with any child protection plan or targets.
8. Keep written records of concerns about children, even when there is no need to refer the matter immediately.
9. Ensure that all written records are kept securely, separate from the main pupil file, and in a locked location.
10. Follow procedures where an allegation is made against a member of staff or volunteer by contacting the Local Authority designated officer.
11. Ensure that safer recruitment practices are always followed.
12. Maintain a single central record of all vetting and recruitment checks.
13. Ensure that all agencies who refer staff to us e.g. supply agencies, ITT institutions,, LA staff etc are vetted.
14. Induct every adult and student who spend time in school ensuring their full awareness of the **child protection and safeguarding policy, e-safety and acceptable use policy** and any other relevant safeguarding policies and procedures.
15. Ensure that all staff receive regular training/briefing in safeguarding to keep their knowledge and understanding fully up to date.
16. Ensure that the governing body are fully informed of the numbers of children subject to safeguarding Plans, provision for vulnerable children, progress of identified groups, etc. and complete the annual audit requested by the LA.

## **Providing a safe and supportive environment**

### **Safer recruitment and selection**

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' September 2016.

All appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

At least one member of the interview panel will have undertaken 'Safer Recruitment' training.

It also includes undertaking interviews and, where appropriate, undertaking List 99 and Disclosure and Barring checks.

**Statutory changes, underpinned by regulations, are that:**

- a DBS Enhanced Disclosure is obtained for all new paid appointments to the school's workforce
- an identity check is carried out on all new paid appointments to the school's workforce
- a prohibition check is carried out on all new paid appointments to the school's workforce
- a disqualification and disqualification by association form is completed by all staff members
- all professional qualifications will be checked as necessary
- a DBS Enhanced Disclosure is obtained for all volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact (see p.49 of above guidance)
- school will ensure that any contracted staff have a DBS check where appropriate
- school will keep a single central record detailing a range of checks carried out on their staff
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate
- the school must satisfy themselves that supply staff have undergone the necessary checks
- identity checks must be carried out on all appointments to the school workforce before the appointment is made.

## **Safeguarding information for children**

The school plays a significant part in the prevention of harm to pupils by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school will:

- establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- provide opportunities in the curriculum for pupils to have a voice and be listened to
- ensure the curriculum including PSHE develops children's skills they need to stay safe from abuse and develop their SMSC awareness
- ensure children know the process of how to make a complaint, and know that there will be a proactive response from the adults working with them.

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. Circle times are used so that children have the opportunity to talk about feeling safe and appropriate and inappropriate behaviour.

## **Partnership with parents and carers**

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

The school is committed to working with parents/carers positively, openly and honestly.

Parents/carers are treated with respect, dignity and courtesy.

The school respects parents/carer's rights to privacy and confidentiality and will not share sensitive information unless there is permission or it is necessary to do so in order to protect a child.

Parents/carers are encouraged to discuss any concerns they may have with the class teacher and/or designated safeguarding lead and deputies.

Parents/carers are made aware of the policy through its availability on the website.

The school will, in most circumstances, endeavour to discuss all concerns with parents about their child. However, there will be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with child protection procedures).

## **Partnerships with others**

The school recognises its legal duty to work with other agencies in protecting children from harm and abuse.

It is essential to establish positive and effective working relationships with other agencies.

The school works closely with the Early Help Hounslow Team, education welfare officer and Social Care.

## **Roles and responsibilities**

The governing body is responsible for ensuring safeguarding procedures are in place.

The head teacher/safeguarding lead is responsible for ensuring concerns are dealt with effectively.

The head teacher/safeguarding lead is responsible for ensuring confidential records are kept.

The head teacher or chair of governors is responsible for ensuring allegations against staff or the head teacher are reported and managed.

## **School training and staff induction**

The school's senior leaders have higher level child protection training which is refreshed on a two year basis.

The head teacher and all other school staff, including non-teaching staff, undertake Basic Awareness training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 2 yearly intervals.

The school ensures all staff have Respect training for Domestic Violence and FGM training.

One deputy safeguarding lead is accredited and have delivered Prevent Training to all staff.

All staff (including temporary staff and volunteers) are provided with the school's child protection and safeguarding policies annually and informed of school's child protection arrangements on induction.

## **Abuse**

It is important for staff to recognise different types of abuse. The following categories of abuse are recognised for the purposes of the child protection register and national initiatives.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological need.

It could result in serious impairment of the child's health and/or development. It may involve a parent or carer failing to provide adequate food, shelter or clothing. It may involve a child saying that they have been left home alone. It may also include failing to protect a child from physical harm or failure to access appropriate medical care. It may also include neglect of a child's basic emotional needs.

All staff should monitor a child's wellbeing and report any changes or concerns. All staff should monitor children over time.

## **Physical abuse**

Physical abuse involves causing physical harm to a child.

This may include hitting, shaking, throwing or burning. Physical harm may also be caused when a parent/carer feigns the symptoms of ill health to a child. All staff should be aware of new or old injuries and report concerns.

Staff should also report concerns if injuries cannot be adequately explained. All staff should listen to children and report any disclosures.

## **Emotional abuse**

Emotional abuse is the persistent emotional ill-treatment of a child which can result in adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved. It may involve placing developmentally inappropriate expectations on a child. It may involve causing a child to frequently feel frightened or in danger.

All staff should be aware of a child's daily welfare and report any changes or concerns. All staff should listen to children and report any disclosures.

## **Sexual exploitation**

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.

The activities may involve physical contact. They may involve a child in the production of or watching sexual activities. A child may have been encouraged to behave in inappropriate ways. This could also involve grooming of a child through social media sites. A family may try to force a child into an arranged marriage.

All staff must be active listeners of children and report any disclosures. All staff must observe children and report any concerns or inappropriate behaviour.

## **Female genital mutilation (FGM)**

In some cultures girls are taken out of the country for FGM.

This sign of abuse is vastly under reported. A girl may say they are leaving the country for a period of time. A child may say that a sibling or female relative has gone away. All staff must report child comments or observations of absence immediately.

The attendance officer must inform the HT of any child on long term absence. Leaders will report suspicions of FGM to the identified Local Authority (LA) group.

## **Prevent Strategy**

The Prevent Strategy is a government counter terrorism strategy to prevent people being drawn into terrorism.

Children must be prevented from being drawn into extremist ideas of any groups which could result in hate crime. Children may be recruited through grooming on social media sites. Children may report comments heard by an elder sibling which may be discriminatory. A child might report a sibling leaving the home.

All staff must report child comments or concerns immediately. Leaders will report to the named Local Authority immediately.

## **Missing children**

Parents and carers must phone the school every day a child is absent.

The attendance officer calls home if there is no contact with home. Any child on a safeguarding plan is reported immediately.

If there is no contact after three days there is a referral to the educational welfare officer.

## **Signs of abuse**

All adults must continually monitor children and be aware of signs which may be evidence of a type of abuse. This could include:

- Poor personal hygiene
- Frequent lateness or non-attendance
- Constant tiredness
- Concerns about adult drug and alcohol abuse
- Unexplained injuries or bumps
- Refusal to discuss injuries
- Improbable explanations of injuries
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of returning home or parents being contacted
- Fear of undressing
- Fear of medical help
- Significant changes in behaviour
- Aggressiveness, anger, anxiety, tearfulness
- Compulsive stealing
- Neurotic behaviour – obsessive rocking, thumb-sucking
- Attention-seeking behaviour
- Poor social relationships
- Sexual awareness inappropriate to the child's age
- Children acting inappropriately with each other
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go to certain places

- Issues following conversations with parents/carers
- Reports of domestic violence from other agencies
- Disclosures from children of incidents at home
- Children talking about a planned absence for themselves or a female relative
- Reports of long term absence which could be for female genital mutilation (FGM)
- Attendance officer unable to track a child absent from school
- Incidents of child repeating extremist ideas or views which they may have heard from a family member.

## **Reporting safeguarding concerns**

All staff must follow the procedures when there are child protection concerns. The child protection concern may be:

- based on what the child has said
- an injury that is apparent
- behaviour that is observed
- changes in attitudes
- based on what an adult has said
- observed outside school
- concerns that have accumulated over time.

Concerns must be reported to the designated leader for child protection which is the head teacher immediately.

If the head teacher is not available then concerns must be reported to the inclusion leader or assistant head teacher.

The adult must:

- listen to the child, keep calm and offer reassurance where appropriate
- ask the child what happened but do not probe if the child does not want to talk
- allow the child to lead the discussion if they have made a disclosure
- talk to the child in an informal situation e.g. while reading a book or playing alongside them
- not lay blame or criticise either the child or the adult
- not promise confidentiality.

Staff should speak to parents/carers with another colleague.

Leaders will speak to parents/carers where there are serious concerns.

There must be an additional staff member to take notes.

## **Recording safeguarding concerns**

It is important to have a clear record logging concerns.

Staff must use the Recording Concerns Sheet on the same day (Appendix 2).

- Use open ended questions and do not lead the conversation.
- Quote the child's own language and not translate into adult words.
- Write short notes at the time or immediately after issues or concerns.
- Record information factually and do not write assumptions or interpretations.
- Write the context of the situation.
- Give the written record to the head teacher or one of the other leaders immediately.

The head teacher will keep all records in child protection folders or a monitoring file which are kept in a secured cabinet.

The head teacher or leader will review previous records to observe any patterns of suspected abuse.

The head teacher or leader will make an assessment of previous recorded evidence and call Early Help Hounslow (EHH) to discuss concerns.

This may then lead to a Referral.

The staff member who raised the concern may make a referral if dissatisfied with the lead's response.

The admin officer/attendance officer will inform the head teacher daily of children with high percentage of absence and if families cannot be contacted.

The attendance officer will report notice of girls leaving the country.

The attendance officer also has regular contact with the educational welfare officer and will notify them of families with regular absence.

Strict confidentiality is important at all times.

There should be an ethos of not discussing live cases.

Information about pupils must only be on a "need to know" basis and then kept confidential.

Only the head teacher has all the information on all children.

## **Safeguarding referrals**

The head teacher or other safeguarding leaders will refer immediately to Early Help Hounslow (EHH) if the incident is serious.

This may include a disclosure from a child, evidence of sexual behaviour, severe unexplained injuries, child being left at home unattended.

The head teacher or leaders will review previous records and may complete an EHH Referral on line if concerns are less serious.

The head teacher or leaders will review previous records and will phone to discuss concerns and seek advice from the EHH Team.

Staff members who raised the initial concern may make a referral to EHH if dissatisfied with the outcome from informing the HT or Lead.

The head teacher and EHH Team may decide to monitor the situation and keep the records in a 'monitoring file'.

The head teacher or other safeguarding leaders will inform the LA named contact for FGM immediately of any concerns.

The head teacher or other safeguarding leaders will inform the named contact for the LA Prevent team immediately of any concerns.

The head teacher and safeguarding leaders receive higher level training to support them in making referral judgements.

The head teacher, and leaders will be made aware of any pupils on the Child Protection Register and the class teacher will be informed.

In the interests of the child, no one else needs to know unless there are exceptional circumstances.

The attendance officer or admin officer will complete a safeguarding referral with the head teacher if families still cannot be contacted on the third day of absence.

The head teacher will contact by phone the EHH Team if a child is not collected from school by 12.30 (for Nursery) or 4.00pm (for rest of the school).

Parents/carers should be informed of safeguarding referrals.

## **Following safeguarding referral**

The leaders will attend the relevant Core Group and Case Conference meetings.

They will update the child's individual records accordingly. They will liaise with named social workers or managers where appropriate. They will ensure actions relating to school are followed.

## **Working together for child protection**

In Hounslow there is a Hub where professionals work together for child protection. There are representatives from Health, Education, Police and Social Care at the Hub.

The head teacher and safeguarding leaders attend Core Group Meetings and Case Conferences with all professionals and agencies and the parents/carers.

In addition there is a named LA Contact for issues concerning the Prevent Strategy.

There is an LA identified group to work with families considering FGM.

All recorded information is kept securely in the child protection folders.

On some occasions agencies will contact the school for a review of the child's welfare.

This is recorded and kept in the child protection files.

## **Teaching safeguarding at school**

Teachers plan PSHE lessons and circle times to support child protection.

Children must be able to identify and talk about:

- trust
- feelings
- emotions
- secrets
- safe touch
- self-esteem
- assertiveness.

These key concepts will give children the opportunity to develop knowledge, understanding and practical skills to deal with child protection issues.

All staff must be sensitive and aware of the different experiences children will have.

It is essential for British values to be taught and embedded in the school so that children learn to respect each other.

Children must be overtly taught the importance of e-safety every time they are using the Internet and reminded of safe use at home (see the **e-safety and acceptable use policy**).

## **Physical contact with children**

Some form of physical contact with children by adults is inevitable.

In some cases it is necessary for reassurance. However, all adults should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body.

In the event of physical restraint being used it is important that only the minimum amount is used in order to prevent the child from causing injury to themselves or others.

Children must only be restrained by staff that have received positive handling training.

The inclusion leader organises and monitors the positive handling training depending on needs of the school.

Staff will be retrained every two years.

It is important for adults to be sensitive to a child's reaction to physical contact and to act appropriately.

It is also important not to touch pupils, however casually, in ways or on parts of the body that might be considered indecent.

On some occasions support staff will be required to change children. Some children with special needs will need to be regularly changed.

There will be an individual letter with a signed agreement.

## **Dealing with allegations of abuse by one or more child against another child**

Allegations of abuse by one or more child against another child are taken very seriously.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the head teacher or the designated safeguarding lead.

The head teacher on all such occasions will consult with the relevant social care referral point and the chair of governors where appropriate.

The school would not normally send the alleged victim home, pending such an investigation, unless this advice is given exceptionally, as a result of a strategy meeting.

Suspension of the child, against whom an allegation has been made, needs careful consideration, and the head teacher will seek advice from the relevant London Borough of Hounslow Officer, before deciding on the course of action to be taken.

Children alleged to have sexually abused another should be subject to risk assessment for their continuing education on site, in consultation with Social Care and the LADO.

## **Allegations regarding persons working in or on behalf of school (including volunteers)**

All school staff should take care not to place themselves in a vulnerable position with a child.

It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All staff should be aware of the school's **behaviour policy**, **staff code of conduct** and **whistleblowing policy**.

Where an allegation is made against any person working in or on behalf of the school that he or she has:

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

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in a locked cupboard only accessible by the head teacher and senior safeguarding person.

## **Initial action**

The person who has received an allegation or witnessed an event will immediately inform the head teacher and make a record.

In the event that an allegation is made against the head teacher the matter will be reported to the chair of governors who will proceed as the 'head teacher'.

The head teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.

The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.

The head teacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage.

The head teacher will consult with Hounslow managers in order to determine if it is appropriate for the allegation to be dealt with by the school or if there needs to be a referral to social care and/or the police for investigation.

Consideration will be given throughout to support any information needs of pupils, parents and staff.

The head teacher will inform the chair of governors of any allegation.

## **Procedures for recording staff allegations**

There must be clear, concise and confidential records of the concern:

- The staff member who submitted the confidential disclosure must sign a written statement.
- The staff member named in the concern must sign a statement.
- All other staff members interviewed must sign witness statements.
- There must be a written log of all meetings and proceedings.

## Related policies

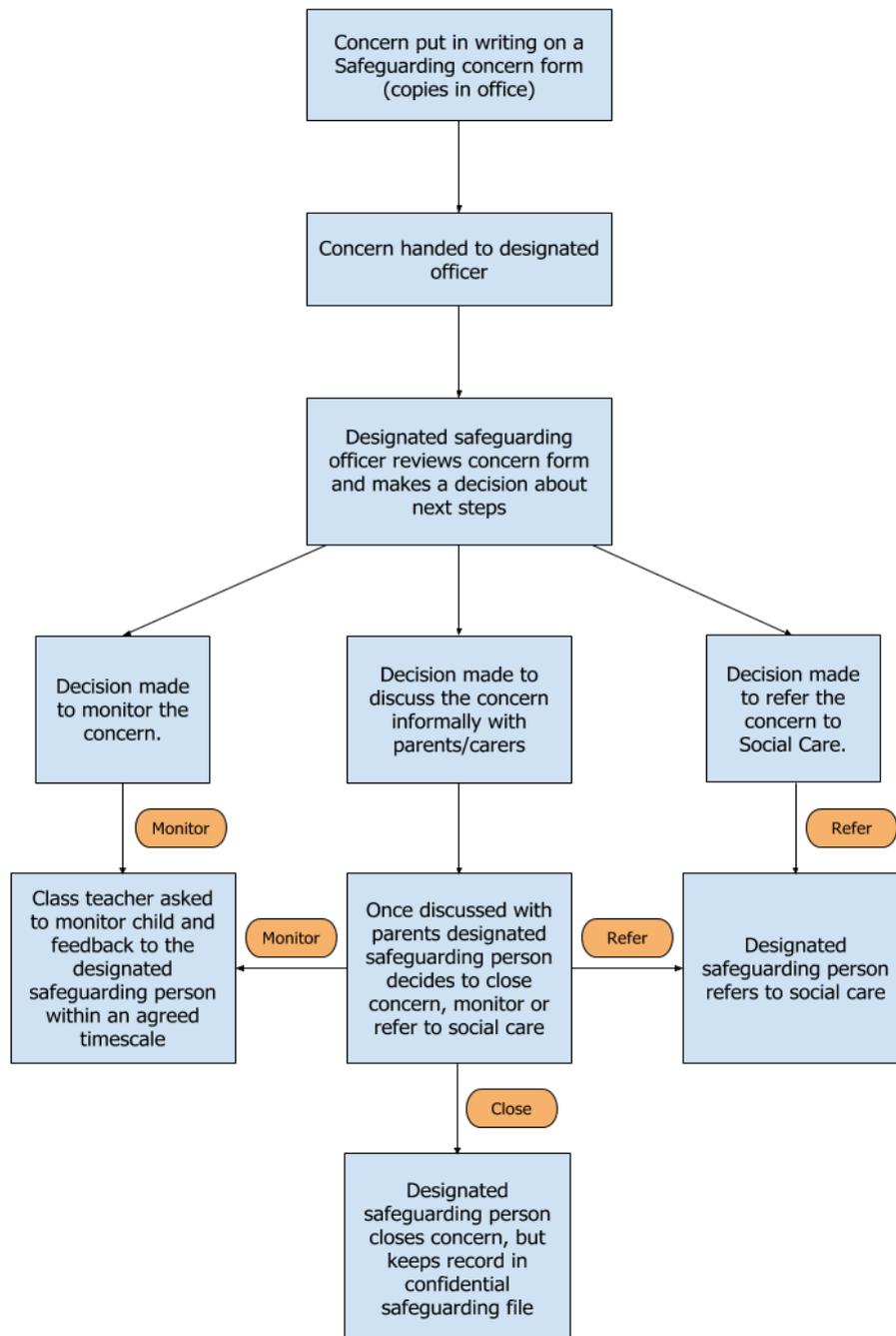
- **Physical handling policy**
- **Attendance policy**
- **E-safety and acceptable use policy**
- **Whistle blowing policy**
- **Staff code of conduct**

Designated person	Donna O'Connor
Signed	
Date	

Designated governor	Rob Kemp
Signed	
Date	

# Appendix 1: Flowchart for raising safeguarding concerns

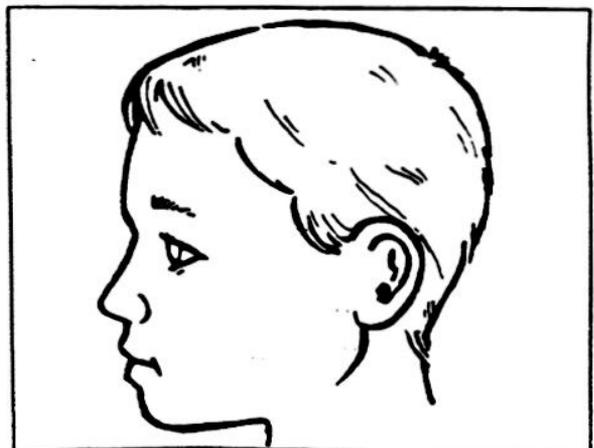
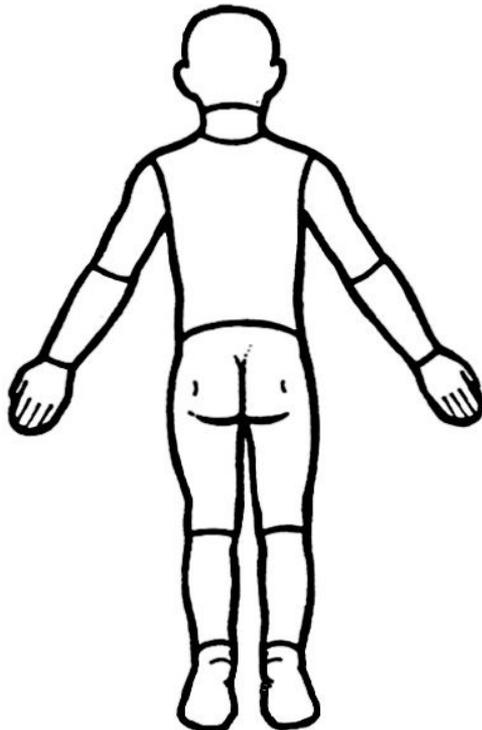
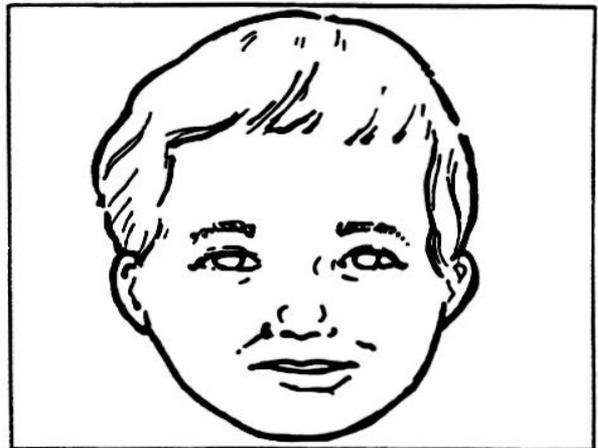
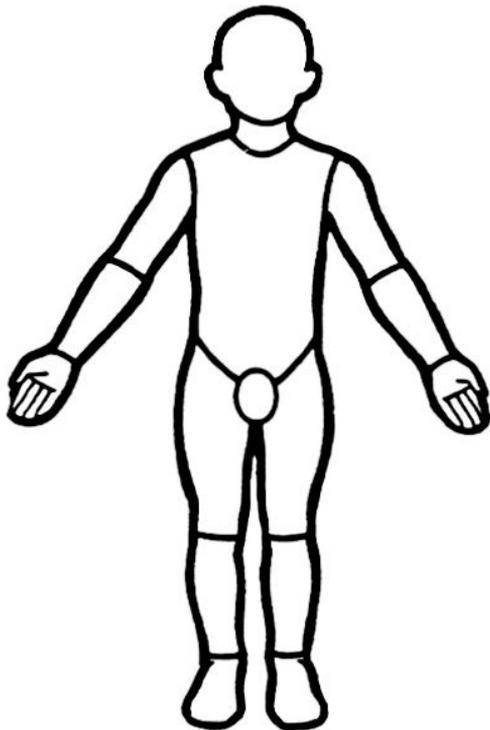
This diagram illustrates what action should be taken and who should take it where there are concerns about a child. Please refer to the safeguarding contacts list in this policy. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. Anybody can make a referral.



## CHILD PROTECTION RECORD - Report of a Concern

<b>Name of referrer:</b>		<b>Role of referrer:</b>	
<b>Child Name:</b>			
<b>Date of birth:</b>		<b>Year group / class:</b>	
<b>Details of concern:</b>			
<b>Reported to:</b>		<b>Role of person reported to:</b>	
<b>Signed:</b>			
<b>Date:</b>			

**CHILD PROTECTION RECORD - Report of a Concern**



## CHILD PROTECTION RECORD - Report of a Concern

<b>Action taken:</b>		
<b>Advice sought:</b>		
<b>Concern / referral discussed with parent / carer?</b>		
<b>Referral made:</b>		
<b>Feedback to referring member of staff:</b>		
<b>Response to / action taken with pupil:</b>		

