

ESSEX PRIMARY SCHOOL

**Child Protection and
Safeguarding
Policy**

**Reviewed
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Introduction

This document has been developed in accordance with the "Keeping Children Safe in Education" statutory guidance for schools and colleges (DfE September 2018). It will be reviewed each time any subsequent guidance is issued by the Secretary of State. It is a statutory duty for all adults including school governors to read the "Keeping Children Safe in Education" guidance.

At Essex Primary School, we take the duty of care towards our pupils very seriously. We seek to provide a school environment where all children are safe, secure, valued, respected and listened to.

All staff and visitors have an important role in safeguarding children and protecting them from abuse, and are made aware of their responsibilities whenever they enter the school.

We will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. Where we have concerns, we will take appropriate action to address those concerns working in full partnership with other agencies.

1. Aims of our policy

- To raise awareness of all staff of the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse.
- To have a structured internal procedure to be followed by all staff in cases of suspected abuse.
- To promote inter-agency working relationships.
- To promote a systematic means of monitoring children thought to be at risk.
- To support the development of the child towards a positive self- image; fostering and increasing their security, confidence and independence.
- To build work of child protection within the curriculum so that it helps children protect themselves and develop responsible attitudes.
- To ensure that there are adequate mechanisms for offering ongoing support to staff members and children involved in child protection cases.

2. Policy Objectives

Essex Primary School will have effective practice in relation to child protection and safeguarding when:

- Children feel secure, valued, encouraged to talk, and listened to.
- All adults take their responsibilities seriously and use close observation skills of the children in their care.
- There is an ethos of mutual respect and adults are accessible.
- Staff make the parents aware of the school's responsibilities, policy and procedures.
- Staff are trained and supported to be vigilant and recognise the signs of child abuse.
- Procedures are known to all staff and carried out consistently including issues concerning confidentiality.
- Practice is regularly reviewed and monitored.
- Information is promptly passed on to relevant professionals.
- Children identified as being at risk are monitored.
- Relevant staff attend case conferences and are well prepared.
- Up to date training on child protection is regularly offered.
- New staff are given an induction to the school's procedures.
- Liaison with other agencies is promoted.
- Teachers use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of strategies to ensure their own protection and understand the importance of protecting others.

3. Roles and Responsibilities

The Designated Officer for Child Protection is Tracy Davis.

The Designated Officer has a responsibility to:

- Be fully aware of the LA 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.
- Provide up-to-date information, advice and support to all staff.
- Adhere to procedures when reporting.

- Attend LA training.
- Be aware of and liaise with other agencies.
- Attend case conferences and, if it is impossible to attend, the school will provide a written report.
- Ensure that any decisions made by the Child Protection Conference are carried out.
- Monitor the child's progress if he/she is on the child protection register.
- Ensure progress and development are regularly monitored and that information is recorded for pupils about whom staff have concern.
- Support colleagues when a disclosure has been made.
- Ensure that the school passes on information immediately when a child changes school.

All staff must:

- Be alert to signs of abuse and know to whom they should report any concerns or suspicions and how they should report them.
- Be aware of their contribution to providing a safe and secure environment for all pupils and to make appropriate provision for their welfare and guidance.
- Create or contribute to the creation of a curriculum that enables children to develop self-confidence, self-esteem and the skills and understanding necessary to protect themselves and others.
- Know that the Designated Officer is Tracy Davis
- Know the key personnel in the Safeguarding Team:

Tracy Davis: Assistant Head Teacher, SENDCo, Designated Safeguarding Lead and LADO referral lead

Rosie Cowan: Executive Head Teacher and Deputy Safeguarding Officer

Cecilia Mojzes: Head Teacher and Safeguarding Officer

Amber Ilyas: Deputy Head Teacher and Safeguarding Officer

Sue Montgomery: Family Support Worker, Safeguarding Officer and Early Help Manager

4.If staff have concerns

Staff should be aware through observation of any changes in a child, either in health and welfare or in their approach to learning.

Children's work may often disclose information about their feelings towards their families or friendships.

Staff also need to be observant about different types of behaviour which a child might exhibit, as well as groups of children with whom they work or play.

If a member of staff is concerned about a child, for whatever reason, they should immediately share this concern with their Phase Leader and log the concern onto the online safeguard software. If it is a minor concern, this can be logged as Early Help or as an Incident on safeguard software. This will create a record and will be discussed at the next Social Inclusion meeting.

If staff have any concerns that need to be dealt with immediately, they should log them onto the online safeguard software as a Safeguard Concern. This will be read immediately by a member of the Safeguarding Team and dealt with appropriately.

Contextual Safeguarding

All staff should be considering the context within which such incidents and/or behaviours occur. Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Staff should recognise that young people are vulnerable to abuse in a range of social contexts and consider the social and cultural contexts in which violence and abuse occurs.

5. Dealing with disclosures

Handling of the disclosure is critical to good child protection practice. Notes made at the time may be used in evidence later on. Disclosure can come from various sources; the person being abused, a friend, a parent/carer or even the abuser.

When dealing with a disclosure:

- Give the child time to talk in a place where you will not be interrupted.
- Take what the child says seriously.

- Stay calm; listen to the child without pressurising, without being judgemental or expressing anger or horror. 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 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 Child Protection Officer/Safeguarding Lead and other agencies will have to be told. A false promise of confidentiality will lead to a betrayal of the trust placed in you.

Explain to the child that to safeguard him/her you will need to talk to someone else. Let the child know that you will tell them in advance that you are going to do this. Tell the child who 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.

- Tell the Designated Officer.
- Record as soon as possible the content of the conversation
 1. Separate fact from opinion and record both.
 2. Record any noticeable non-verbal behaviour.
 3. 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.
 4. Make sure you continue to support the child, providing a safe place and time throughout the process, and afterwards get some support for yourself. Do not disclose confidential information about the child to colleagues, apart from the Designated Person.

It is vital to report a child protection/safeguarding concern immediately, in order that a decision to make a referral or not can be made. Our school is not an investigative agency. We must hand over this responsibility to the appropriate agency.

6.Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

- Communication barriers and difficulties in overcoming these barriers.

7. Confidentiality

As few people as possible within the school, must be informed when there is an incident regarding child protection.

- All staff are aware of the confidential nature of personal information.
- All staff must know how to maintain confidentiality.
- Personal information about a pupil and their family is confidential.
- Information of a personal nature must only be given to the appropriate person.
- If there is suspected abuse, information should only be given to the Designated Officer.
- Other staff only need to know as much as is necessary to act sensitively with a distressed child. They do not need to know details.
- The teacher, to whom the disclosure is made, may need support in a confidential manner.
- The pupil, depending on his/her age, must be kept informed of who knows and what they know, at all stages of the procedures.

All records relating to child protection issues are kept in a secure cabinet and only accessed on a 'need to know' basis.

8. Recording

Clear records can be the basis of useful contributions to the case conference and 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 is particularly significant.

9. 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.

We 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 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.

There are four categories - sexual abuse, physical abuse, emotional abuse and neglect.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual

activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

10. New technologies

If you are concerned that a child's safety is at risk because you suspect someone is using communication technologies (such as social networking sites) to make inappropriate contact with the child:

- Report to and discuss with a named Designated Safeguarding Officer in school.
- The Designated Person will contact parents and advise the child on how to terminate the communication and save all evidence.
- The Designated Person will contact CEOP <http://www.ceop.gov.uk/>
- The Designated Person will consider the involvement of police and social services.
- The Designated Person will inform the LA online-safety officer.

Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology. They must be able to do this without fear.

Please see the school online policy for further detail on use of new technologies in school and wider community.

11. Child Sexual Exploitation (CSE)

We recognise that 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.

We will consider the following CSE indicators:

- 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.
- 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.

12. Female Genital Mutilation

We recognise that there are a range of potential indicators that a girl or young woman may be at risk of FGM. We are aware that this is a Mandatory reporting duty since October 2015.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

13. Preventing Extremism and Radicalisation

Essex Primary School is clear that extremism and radicalisation should be viewed as safeguarding concerns. We value freedom of speech and expression of

beliefs and both pupils/students and adults have the right to speak freely and voice their opinions.

- Extremism is views and actions that promote:
 - 1) Violence against others
 - 2) Hatred towards others
 - 3) Undermining the rights of others.
- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends, or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular, has become a major factor in the radicalisation of young people.

From 1 July 2015 schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate they may be in need of help or protection. If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care.

14. The Designated Person

A referral is only made in the absence of satisfactory explanation for the cause of your concern or if a disclosure has been made.

When making a referred telephone call or written referral to Newham Triage Safeguarding Services, the following information is needed (but the referral is not to be delayed if all the information is not available):

- Your name, designation, the school's address and telephone number
- The child's name, date of birth, address and details of other family or household members
- The name of the general practitioner
- The ethnic origin of the child and family, the language spoken
- Detail of the concern
- The detail of the incident e.g. date, time, what the referrer was told and by whom, what they heard or observed, what they said or did
- The child's past and current circumstances and behaviour
- Details of agencies known to be involved and whether the family has been informed that a referral will be made.

The central Triage no. 020 3373 4600 or logged on www.newham.gov.uk/triage

If all else fails, telephone the Police Child Protection Team at Stratford Police Station 020 8503 1212

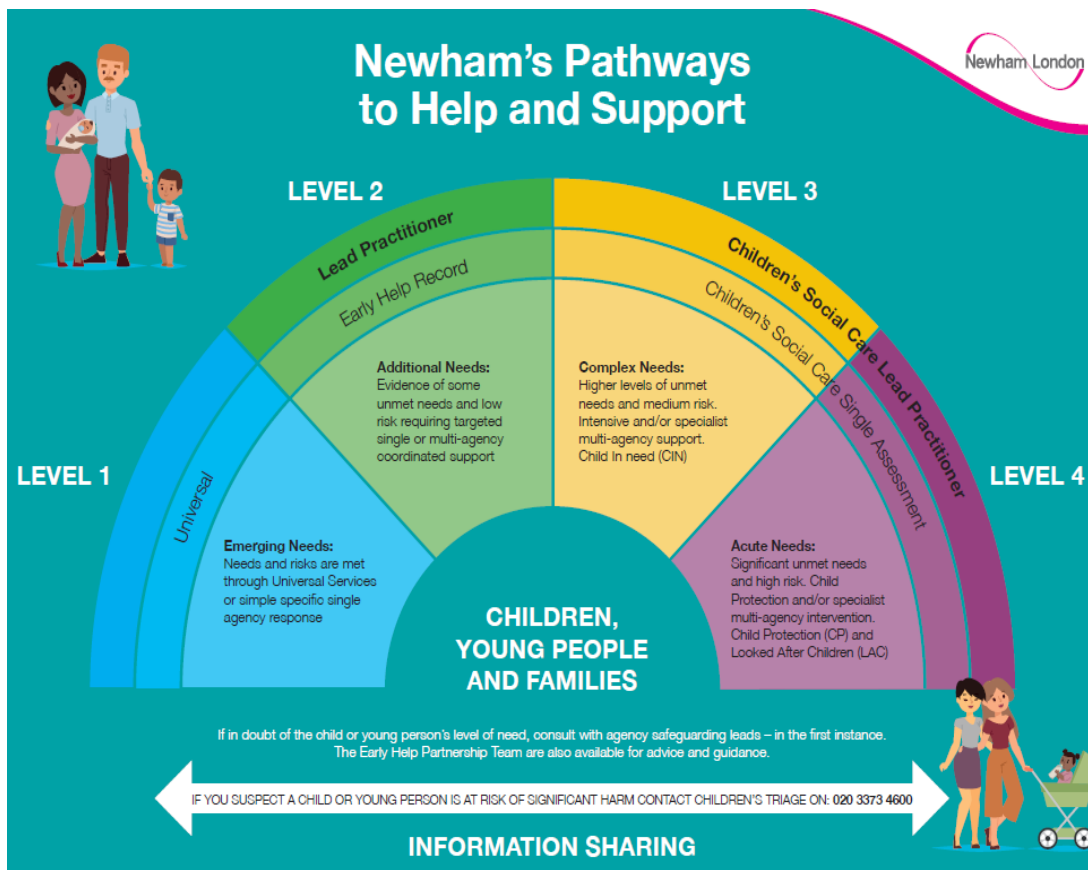
The Designated Person must:

- Be clear about his/her functions and tasks in the process and liaise with other services that may need to be involved.
- Establish clear lines of communication.
- Be clear what is expected of him/her at different stages in the proceedings and adhere to these expectations.

15. Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life.

The Designated Safeguarding Lead/Officer will decide whether to consider offering Early Help to support the family or to make a referral to Newham's Triage Service when there are complex needs or child protection concerns. We will use the Early Help and Safeguarding Thresholds to inform our decision making.



The school keeps records, using the Safeguard Software, of concerns about children even where there is no need to refer the matter to external agencies immediately. All incidents/episodes are recorded, e.g. communication to other agencies as well as visits made by other professionals. This helps build a picture and helps the DSL decide which action to take, which may include:

- Offering Early Help to support the family or to make a referral to Newham's Triage Service when there are complex needs or child protection concerns
- If a referral to Children's Triage has not met the threshold for targeted support or statutory intervention the Designated Safeguarding Lead will put this information on Safeguard and the Social Inclusion Team will discuss ways to support the family, which may include an Early Help Record.

The school may use the Early Help Record as part of the Early Help process. In cases where there is multi-agency involvement, meetings, actions and responsibilities are clarified and outcomes recorded on an Early Help Record.

Any Early Help cases are kept under constant review and consideration is given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

16. The Initial Child Protection Conference

The child's family and all professionals working on the case are brought together for the case conference. The purpose of the child protection conference is to share information, determine the level of risk to the child and recommend appropriate action. Safeguarding services convene the meeting.

The Designated Person/Safeguarding Lead/Officer will attend case conferences.

A written report is sent to Safeguarding Services prior to the meeting. The written report should cover:

- Academic attainment
- Peer relationships
- Attendance
- What the child says to the teacher
- The demeanour of the child
- The relationship with the parents/carers

At the end of the child protection conference, a decision will be made as to whether to place the child on the Child Protection Register. The Designated Person must give a recommendation to the Chair, along with other agencies. The Chair decides whether the child should be placed on a Child Protection Plan or should be a Child In Need.

A Plan will be drawn up by Children's Services.

17. Supporting abused children in school

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 are suggestions of support that may be appropriate:

- Have regular routines, be consistent and reliable and set clearly defined limits.

- Set tasks/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.
- Help the child feel a sense of control over their lives.

18. Supporting Staff in school

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

- Recognition - the teacher involved may need time to adjust and reflect on events or talk it through.
- Recognition of the emotional impact on staff involved in an allegation or investigation of abuse.
- Providing access to individual counselling if needed.
- Denial - staff dealing with abuse can find themselves confronted with facts that they do not like and experience distress or strong emotional reactions.

19. Curriculum

The curriculum offers a variety of opportunities for children to learn about protecting themselves as well as different mediums to express and disclose.

In **PSHCE**, children can learn about sex education in the context of protection and loving relationships. They learn about health issues, appropriate behaviours and relationships.

The **online safety** curriculum teaches children about safe use of the internet and other forms of social networking.

20. Allegations against staff

If such an allegation is made, the member of staff receiving the allegation will immediately inform the LADO referral lead, Tracy Davis. In the absence of the LADO referral lead, the member of staff should inform the Head Teacher. If the allegation is against the referral lead, the Head Teacher should be immediately informed. If the allegation is against the Head Teacher, the LADO should be informed. (LADO details can be found on the notice board in the School's Staffroom)

The Designated Lead will discuss the content of the allegation with the Local Area Designated Officer (LADO).

The school will follow the Local Safeguarding Children Board (LSCB) protocol for managing the allegations against staff.

If there is clear evidence that criminal action has taken place, the Police must be informed.

21. Working in Partnership

The partnership between parents/carers and the school is important. Parents are consulted regularly and often visit the school.

Awareness of and respect for different cultural backgrounds and methods of parenting and family life are important.

We recognise the importance of keeping up-to-date and accurate information about pupils. We ask all parents to notify us of any changes that occur.

It is important that parents/carers are aware of the school's policy on child protection so that they know the responsibilities that the school has in this area. Our first priority is to a child's welfare and therefore there may be occasions when our concern about a child means that we have to consult other agencies even before we contact a parent.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

22. Training

All staff have refresher training at the beginning of every academic year with a longer, more intensive training session every 3 years.

The last whole school intensive training was in September 2016.
All new staff have induction training for child protection and safeguarding.

All staff have regular, refresher training throughout the year on aspects of child protection and safeguarding.

23. Governing Body

The Governing Body of our school is responsible for ensuring the annual review of the Child Protection/Safeguarding Policy.

Mr Russell Shaikh is the named Governor for Safeguarding and Child Protection.

Appendix 1

Relevant Documents

'Support and Protection for children and young people in Newham Good Practice Guide' 2012

"Keeping Children Safe in Education" statutory guidance for schools and colleges (DfE 2018).

Working Together to Safeguard Children (DfE 2017)

The Procedures of Newham Local Safeguarding Children Board
www.newhamlscb.org.uk

Mental Health and Behaviour in Schools: Departmental Advice (DfE March 2016)