



## **SAFEGUARDING AND CHILD PROTECTION POLICY**

### **St Thomas' CE Primary School**

**Produced on 20/9/18**

**Ratified by the Governing Body  
Date**

**Review Date September 2019**

## **SAFEGUARDING AND CHILD PROTECTION**

### **1. INTRODUCTION AND RATIONALE FOR POLICY**

In line with the Government's vision for all services for children and young people and the Department for Education Statutory Guidance "Keeping Children Safe in Education" September 2018, the governors and all school staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant governors attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

Paper copies of this policy, useful reference documents and contacts for RBKC safeguarding services is kept in Ian's room in a folder labelled 'Child Protection' and Safeguarding'.

In the first instance, any concerns about the welfare of a child at school would be reported to the DSL (Designated Safeguard Lead), although the NSPCC can also be called if there is a concern for a child's welfare: 0808 800 5000

First Aid:

A number of staff are trained regularly as part of their roles and responsibilities.

Christine and Debbi- 3 day course (expires - 07-20)

Yinka and Charae – Paediatric 2 day course (exp – 07-21)

All other TA's have ½ da training (exp – 07-21)

### **2. AIMS OF POLICY**

- To raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;
- To ensure pupils and parents are aware that the school takes child protection seriously, listening to children and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies including Early Help Services in order to work together for the protection and welfare of all pupils;
- To support pupils' development in ways which will foster security, confidence and independence;
- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages;
- To make appropriate links and reference to policies in related areas such as discipline and bullying.

The attached document reflects the content of information all school staff should as part regular safeguarding and child protection training covering the following areas:

- Legislative framework
- Definitions and categories of abuse and neglect
- Possible indicators of abuse and neglect
- Action by person receiving or identifying a concern
- Action by designated person
- Consent – child and parent/carer
- Recording and the referral process
- Guidelines for safe practice – professional conduct
- Reports for case conferences

### **3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN**

The governors will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff.

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families cultural and social background;
- Children must have the opportunity to express their views and be heard
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know.
- All staff should have access to appropriate and regular training
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding

**The Senior Staff for Safeguarding and Child Protection are: Ian McDonald, Sarah Bouette, Christine De-Gallerie and Adrian Jones.** Ian is the first point of contact but in his absence, Sarah then Christine, then Adrian should be informed. If all these staff are not available then another member of the senior leadership team should be informed.

### **4. RESPONSIBILITIES OF DESIGNATED SAFEGUARDING LEAD**

Governors will ensure that the school has identified a Designated Safeguarding Lead for child protection and that the Head/Designated Safeguarding Lead undertakes the following responsibilities:

- To ensure all staff are familiar with school and Tri Borough procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff;

- To ensure all staff receive training in the above, including staff who are temporary or start mid-year;
- To be responsible for co-ordinating action and liaising with school staff and support services over child protection issues;
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school;
- To ensure the school is represented at child protection case conferences, Core Group Meetings and Child In Need Meetings and that written reports are provided as required;
- To follow as appropriate recommendations made by Local Safeguarding Children Board (LSCB);
- To be aware of new legislation, guidance, policy and procedures in the area of Safeguarding and Child protection;
- To support and advise staff on child protection issues generally;
- To disseminate relevant information between agencies to the appropriate staff e.g. to learning mentors;
- To maintain accurate and secure child protection records and send on to new schools (where relevant).

## 5. RESPONSIBILITIES OF SCHOOL STAFF

- a) All staff have regular training on behaviour management and are acutely aware of the need to create a safe learning environment at school. The school's behaviour and bullying policies are updated annually and shared with staff and governors. Staff are also aware that peer on peer abuse is another form of abuse that can happen to the children in their care and they are trained to notice any signs of abuse or unhappiness
- b) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well being of the pupils in their school. In doing so they should seek advice and support as necessary from the Head/Designated Teacher and other senior staff members.
- c) Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- d) All school staff are expected to:
  - Be able to identify signs and symptoms of abuse including specific safeguarding issues outlined in Keeping Children Safe in Education e.g. Radicalisation in line with the Prevent Duty 2015, Children Missing from Education Child Sexual Exploitation, Female Genital Mutilation in line with the mandatory reporting of concerns from October 2015;
  - Report concerns (including concerns about other staff/professionals) to the Designated Teacher or other senior staff members as appropriate;
  - Be aware of the relevant local procedures and guidelines;
  - Monitor and report as required on the welfare, attendance and progress of all pupils;
  - Keep clear, dated, factual and confidential records of child protection concerns;
  - Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

**What is 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, institutional or community setting; by those known to them or, more rarely, by a stranger.

- **Physical abuse** means causing physical harm to a child
- **Emotional abuse** means making a child always feel they are worthless, unloved or inadequate or always having inappropriate expectations of them
- **Sexual abuse** means making a child or young person take part in sexual activities. The activities may involve physical contact or allowing them to see pornographic material, or inappropriate discussions about sex
- **Neglect** means failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs

In addition to these categories there are additional specific safeguarding issues which include Radicalisation, Child Sexual Exploitation and Female Genital Mutilation

### **Some signs and symptoms to look out for – possible indicators of abuse**

The following is a list of warning signs which could come to your attention and **may** be an indicator that a child is being, or has been abused or neglected, or is at risk of abuse.

Everyone working with children needs to be aware of warning signs, but should be careful not to assume that abuse is the reason. Some signs can be present in children who are not abused or at risk at all.

- Unexplained or inconsistently explained physical injuries
- Repeat bruising; bruising of different colours; burn injuries
- Reluctance to talk about an injury
- Worrying changes in behaviour e.g. introverted, lacks confidence, aggressive, bullying
- Peer relationship problems
- Emotional dependence on adults other than parents
- Self harming
- Eating disorders
- Poor hygiene; dirty clothing
- Attention seeking beyond the norm for age
- Sexualised play or sexualised language beyond the norm for age
- Appears frightened of, or is abnormally attached to, parent/s or carer/s

### **Some things to consider when working with children and young people**

- Maintain professional boundaries – Remember we are trusted adults but we are not children's/young people's friends
- Do not share your address, home phone number/mobile number or email address to parent(s) of the child (ren) you are working with or give this information to the child/young person
- When using social networking sites do not accept as friends children/young people or parents/carers. Think carefully about the information you post on social networking sites etc and consider potential implications for individual professional and organisational reputations
- Any gifts to individual children should be of insignificant value and part of an agreed transparent reward system
- If a child touches you inappropriately, it may be innocent, but could indicate a problem that needs to be explored
- Avoid clothing which could give the wrong messages
- Physical contact should be needs led and only where necessary and appropriate. Avoid conduct which could be misinterpreted e.g. horseplay, tickling or fun fights
- Do not do anything personal for a child that they can do for themselves
- Report incidents involving a child, including injuries
- Do not make, or encourage others to make, comments which are inappropriate, demeaning or insensitive, or humiliating, or might be interpreted as such

- Do not take photographs of children as there is the potential for misinterpretation except where photographs are taken with the organisation's equipment as part of an agreed arrangement and where consent has been secured from parents/carers
- Do not socialise with children or take them to your home
- Report any concerns about a colleague's behaviour and/or attitude toward children

**What to do if you have concerns about a child's welfare that you believe may be a child protection issue**

- Treat the concern seriously and take all reasonable steps to protect the child
- Call an ambulance if urgent medical attention is needed
- Avoid asking the child/young person leading questions
- Reassure the child/young person
- Report your concerns immediately to the Designated Safeguarding Lead(s) in the school

**6. APPOINTMENT OF STAFF**

When appointing staff, Governors will take account of the guidance issued by the Local Authority's Human Resources Section or Human Resources provider and observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
- That a reference will always be obtained from the last employer;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- That candidates will be made aware that all staff are subject to enhanced DBS checks;
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary;
- The school will maintain an accurate Single Central Record for all staff and adults in the school.

**7. ALLEGATIONS AGAINST STAFF**

- a. Governors recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.
- b. Governors further recognise that, regrettably, in some cases such accusations may be true. The governors, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the designated teacher, headteacher and notification/consultation with the Local Authority Designated Officer (LADO).
- c. Where an allegation is made about the headteacher the Chair of Governors will be informed and the LADO will be notified by the Chair of Governors.

**8. STAFF CONTACT WITH PUPILS**

In order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff should familiarise themselves with the school's expectations regarding professional

conduct. The use of control and physical restraint is last resort and should only be considered in exceptional circumstances to keep the child/young person safe and /or those around them safe and will only be undertaken by staff trained to do so. A record will be made and parents informed.

## **9. STAFF TRAINING AND SUPPORT**

- a. Governors recognise the importance of child protection training for Designated Safeguarding Lead and for all other school staff who have contact with children. The designated Governor for Child Protection will have specific training in their role, available from the Local Authority.
- b. Governors expect the Head/Designated Safeguarding Lead to ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter.
- c. The Head is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Designated Safeguarding Lead.

## **10. CURRICULUM**

The governors believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE and citizenship curriculum):

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils.

## **11. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

Governors recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The Designated Safeguarding Lead will work with the special educational needs co-ordinator to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

## **12. CONFIDENTIALITY**

Governors accept that child protection raises issues of confidentiality, which should be clearly understood by all staff.

## **13. RECORD KEEPING AND REPORTS**

- a. Governors expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.
  - o Detailed records of the termly Team Around the School meetings are kept securely at school. These meetings about certain children may not necessarily include children on the CP registers, but just may be causing the staff some concern.
  - o Early Help representatives always attend these meetings and help the school signpost families to any support they need.
- b. Governors further expect school staff to assist the Family and Children's Services Department by providing information for child protection case conferences as required.

#### **14. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER**

Governors expect the Head to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

#### **15. COMMUNICATING POLICY TO PARENTS AND PUPILS**

- a. The governors expect parents and pupils to be informed that the school has a child protection policy and is required to follow national and local guidance for reporting suspected abuse to the Family and Children's Services Department.
- b. Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.
- c. **MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY.**

The governors require the Head and/or Designated Safeguarding Lead to report to them annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year.

#### **16. CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES**

This child protection policy should be read in conjunction with other relevant school policies such as behaviour and discipline, anti-bullying and use of restraint and equality policies.

### **Ideological harm: radicalisation, extremism and the 'Prevent Duty'**

Though not an accepted category of abuse in its own right, the vulnerability of children to being seduced by extreme ideological positions is something we take very seriously. Recent government legislation means that it is helpful to include here a summary of the new 'Prevent Duty' for those working in education.

Radicalisation refers to the process by which a person comes to support terrorism or forms of extremism. Consistent with the requirement to promote fundamental British values, all staff have a statutory duty to have due regard to the need to prevent children from being drawn into terrorism.

In interpreting what is meant by 'due regard', we take guidance from the government's

Prevent strategy, including the Channel programme, which aims to ensure that vulnerable children of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism.

Success of this programme depends on effective communication and co-operation between staff, individuals, their families and (where appropriate) the Local Authority and other agencies.

Without undermining values such as freedom of speech, mutual respect and tolerance, all staff must respond to the ideological challenge of extremist views.

'Extremism' is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.

The definition specifically includes calls for the death of members of our armed forces, whether in this country or overseas.

It also includes the notion of non-violent extremism, which can create an atmosphere conducive to terrorism, and can popularise views which terrorists exploit. Extremism can take many forms whether ideological, political or religious. It can manifest itself explicitly and aggressively, for example through inciting hatred or a call to arms, or through more subtle and sophisticated channels of propaganda, including social media.

Our classrooms are safe spaces where children can understand and discuss a wide range of sensitive topics, including extremism. In the process of promoting critical thinking, and in learning how to challenge terrorist ideologies, we recognise that staff may occasionally find themselves faced with a paradox. In an educational and developmental context, it is natural for children to want to explore and question different views and beliefs, some of which may, if only hypothetically or temporarily, challenge fundamental British values. Staff must exercise careful professional judgment in such cases, and above all, whether inside or outside the classroom, they must be particularly alert to risk-indicators of vulnerable children and, if appropriate, must seek further guidance. This is a complex and sensitive area, and over-simplified assessments can increase, rather than reduce risk.

There are five dimensions to the actions we take in response to the Prevent Duty:

- Risk assessment
- Working in partnership with local authorities
- Awareness raising amongst staff
- Protection from terrorist and extremist material when accessing the internet in school/college
- Building resilience to radicalisation through the curriculum, e.g. through citizenship and religious education, and considerations for pupils' spiritual, moral, social and cultural (SMSC) development.

## Risk indicators of being drawn into terrorism

NB references below are to 'child' which includes young people up to the age of 18.

### Vulnerability

#### Identity Crisis -

Distance from cultural/religious heritage and uncomfortable with their place in the society around them

#### Personal Crisis –

Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging

#### Personal Circumstances

Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

#### Unmet Aspirations

Perceptions of injustice; feeling of failure; rejection of civic life

#### Criminality

Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

#### Access to extremism / extremist influences

Is there reason to believe that the child associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)

- Does the child frequent, or is there evidence to suggest that they are accessing the internet for
- the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child known to have possessed or is actively seeking to possess and/ or distribute
- extremist literature/ other media material likely to incite racial/ religious hatred or acts of
- violence?
- Does the child sympathise with, or support illegal/illicit groups e.g. propaganda distribution,
- fundraising and attendance at meetings?
- Does the child support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?
- Experiences, Behaviours and Influences
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child
- resulting in a noticeable change in behaviour? It is important to recognise that many people may
- be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of
- children dying) it is important to differentiate them from those that sympathise with or support
- extremist activity
- Has there been a significant shift in the child's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the perpetrator/ victim of racial or religious hate crime?

## Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child employed any methods to disguise their true identity? Has the child used documents or cover to support this?

## Social Factors

- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child experience a lack of meaningful employment appropriate to their skills?
- Does the child display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child demonstrate identity conflict and confusion normally associated with youth development?
- Does the child have any learning difficulties/ mental health support needs?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child have a history of crime, including episodes in prison?
- Is the child a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child's life has extremist view or sympathies?

## More critical risk factors could include:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour
- If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer

## Appendices

[Keeping children safe in education information for staff](#)

[Female Genital Mutilation](#)

[Keeping Children Safe In Education](#)