



## **St. Joseph's Convent School**

### **Safe-guarding Children Policy**

**Designated Safe-guarding Lead: Ms. Glover**

**Designated Safe-guarding Lead in absence of DSL: Mrs. Johnson**

**Governing Body Safe-guarding Lead: Mrs. C. Spinner**

**Safeguarding link person for the Institute (proprietors) is:  
Sr. Jean Francis**

#### **MISSION STATEMENT**

**We are a Mercy School**

**We will live and work together as Jesus taught us,  
spreading his loving friendship to everyone we meet.**

## 1.0 Introduction

The Safeguarding Policy seeks to support the development of all pupils at St. Joseph's Convent School (including those in the EYFS and those attending Before & After School Club) in ways that will foster security, confidence and independence. It should be regarded as vital to the well-being of the individual and important in promoting the pastoral goals of the school. It provides a model for open and effective communication between children, teachers, parents and other adults working with children. The safety and welfare of the child is paramount and must over-ride **all** other considerations.

These procedures are designed to set out a clear definition of abuse or neglect (See Appendix 1) and the signs and indicators by which staff at St. Joseph's Convent School may recognise abuse or neglect (see Appendix 2). It also provides guidance to staff about the procedures, which will be adopted by the school in response to allegations of abuse or neglect against children including allegations against staff. This policy applies to children who attend Before and After School clubs.

The school requests that all visitors adhere to the guidelines within the school's safeguarding policy.

This policy has been developed in accordance with the principles established by the Children Act 1989/2004; and in line with the following:

- Working Together to Safeguard Children (2015)
- Information Sharing (2015)
- London Child Protection Board Procedures 5th Edition (2016)
- Keeping Children Safe in Education (KCSIE - DfE) (2016)
- Keeping Children Safe in Education Part 1 and Annex A (KCSIE - DfE) (2016)
- Disqualification under the Childcare Act 2006 (2015)
- What to do if you're worried a child is being abused (2015)
- Redbridge Local Safeguarding Children's Board
- Supervision of Activity with Children DfE (2014)
- Counter Terrorism and Security Act (2015)
- Use of Reasonable Force, Guidance for Headteachers, staff and Governing Bodies (2013)
- Prevent Duty Guidance: for England and Wales (March 2015) Section 26 of the Counter-Terrorism and Security Act 2015 Paragraphs 57 – 76
- The Use of Social Media for Online Radicalisation (2015)
- Independent School Standards Part 3 and 4

1.1 The Governing Body of St. Joseph's Convent School takes seriously its responsibility under section 157 of the Education Act 2002 (section 175 in relation to the State sector) section 94 of the Education and Skills Act 2008 and to;

- safeguard and promote the welfare of children;
- and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

Safeguarding as defined in the Joint Inspector's Safeguarding report is taken to mean

- All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised

- where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies
- protecting children and learners from maltreatment
- preventing impairment of children's or learner's health or development
- ensuring that children and learners are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable those children and learners to have optimum life chances and to enter adulthood successfully

**We aim:**

- to ensure that children in our school feel safe at all times
- to ensure that all stakeholders feel confident that they are able to put the welfare of children first without concern that there will be any negative consequences attached to their actions
- to ensure that all adults who have contact with children in school have been properly vetted and cleared as suitable to work with and support children
- to ensure that all adults who have contact with children in school have been trained appropriately and are confident to undertake their safeguarding responsibilities effectively

We communicate readily with London Borough of Redbridge Safeguarding Children Board whenever an allegation or disclosure of abuse has been made and we follow their procedures.

'Staff' covers all adult staff on site, including temporary, supply and ancillary staff, and any volunteers working with children

- 1.2 We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 1.3 We strongly believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5 The aims of this policy are:
- 1.5.1 To support each child's development in ways that will foster security, confidence and resilience.
- 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- 1.5.3 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 or neglect, and to be aware of signs of abuse in non-verbal children.

- 1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we, St. Joseph's Convent School, contribute to assessments of need and support plans for those children alongside other agencies when appropriate.
- 1.5.5 To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- 1.5.6 To develop a structured procedure and framework within the school that will be followed by all members of the school community in cases of suspected abuse or neglect.
- 1.5.7 To develop effective working relationships with all other agencies involved in safeguarding children.
- 1.5.8 To ensure that all adults within our school who have regular unsupervised access to children have enhanced DBS checks .
- 1.5.4 The monitoring of this Policy and related procedures and the efficiency of their implementation are monitored termly at each meeting of the Governing Body. It is reviewed annually or as required, by the Designated Safeguarding Lead and the Safeguarding Governor. Focused areas for improvement in the policy or its implementation will be remedied without delay.

## **2.0 Procedures**

- 2.1 Our procedures will be applied fairly and consistently to all children and staff working in school in line with our Equal Opportunities Policy. Our school procedures for safeguarding children will be in line with The London Safeguarding Children's Board Procedures 5th edition and "Working Together to Safeguard Children 2015". We will ensure that:
  - 2.1.1 The Governing Body understands and fulfils its safeguarding responsibilities.
  - 2.1.2 We have a Designated Safeguarding Lead (DSL) Ms. C. Glover Headteacher, who is also the child protection officer for EYFS, who has undertaken Designated Staff training at Level 3 and who undertakes refresher training every two years (including Prevent Duty Training).
  - 2.1.3 We have a member of staff, Mrs. H Johnson Deputy Headteacher who will act in the DSL's absence who has received appropriate training and who undertakes refresher training every two years (including Prevent Duty Training).
  - 2.1.4 As part of induction and ongoing training, all staff are required to read Part 1 and Annex A of the new edition of Keeping Children Safe in Education (KCSIE 2016). This applies not only to new staff but those already in post. We also cover those areas identified in the statutory framework for the Early Years Foundation Stage (DfE September 2014). The school has in place access to counsellors and helplines for children. Role appropriate training and refresher training including Prevent Duty training, is in accordance with LBR and also as required by KCSIE. This is to be read with other school policies: Staff Handbook Code of Conduct, Positive Behaviour Policy, Anti-bullying Policy, Whistle Blowing and E-safety including cyber

bullying and Acceptable Use Policy and Prevent Policy, along with pastoral care and how to identify children at risk from radicalisation. It is made clear that staff have a responsibility to speak up about Safeguarding and Welfare matters within the school and also to external agencies through regular staff meetings and Inset days so that a positive safeguarding culture is present in our school.

- 2.1.5 Each member of staff, volunteers, and Governors will be made aware of how to respond to a pupil who discloses abuse or neglect and the procedure to be followed in appropriately sharing a concern or disclosure of possible abuse or neglect (including Prevent Duty Training).
- 2.1.6 Each parent/carer will be made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our prospectus and website.
- 2.1.7 Any other company organised by the school to work with children will be aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- 2.1.8 Our Selection and Recruitment policy includes all checks on staff suitability including Disclosure Barring Service (DBS) checks as recommended by the DfE and in accordance with current legislation.
- 2.1.9 At St. Joseph's Convent School we take these responsibilities very seriously. The name of any member of staff considered not suitable to work with children will be notified to the DfE, with the advice and support of Human Resources and in accordance with the NEOST guidance and related regulations. Any member of staff causing concern will be challenged by DSL or any member of staff who will act in her place
- 2.1.10 Our procedures will be annually reviewed and updated.
- 2.1.11 The names of designated staff members will be clearly shown in the school and on the school's website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse or neglect.
- 2.1.12 All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures, the name and contact details of the Designated Member of Staff and the booklet 'What to do if you are worried a child is being abused' and Part 1 of KCSIE and have these explained as part of their induction into the school.
- 2.1.13 All new members of staff (and those employed since 1<sup>st</sup> April 2012) whether they have qualified teacher status or not, are checked against the teachers prohibition order issued by the Secretary of State and asked to declare that they are not disqualified from working with children or are associated with anyone who falls into this category using the Employer Online service.
- 2.1.14 Teacher prohibition checks will also now be done if staff are employed from countries from the European Economic Area

### **3.0 Responsibilities**

- 3.1 At St. Joseph's Convent School we understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children.
- 3.1.1 Our Designated Member of Staff for child protection is responsible for:
- 3.1.2 Gathering all relevant information before making a decision about further action, unless it is a case of extreme urgency when the relevant investigative agencies should be informed without delay. Information gathering may involve: listening to the child; making notes of what has been said; gathering accounts from members of staff that may have been approached by the child; offering continued support and reassurance. Written accounts should include the time, date, place and people present, as well as what is said, if possible in the words of the pupil. The DSL may consult other staff and agencies as appropriate in the information gathering process and should be encouraged to seek advice at any time from the local Borough team.
- 3.1.3 Referring a child if there are concerns about a child's welfare, possible abuse or neglect to Social Services. A written referral using the Multi Agency Referral Form will be e-mailed securely to Social Services as soon as possible within the school day.
- 3.1.4 Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
- 3.1.5 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.
- 3.1.6 Indicate on the inside of the child's main file that there is a confidential file held by Designated Safeguarding Lead
- 3.1.7 Ensuring that if Child Protection records are kept on computer, to be aware that they are exempt from the disclosure provisions of the Data Protection Act 1998. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of child abuse which come to court, the court may require the school to provide its child protection records.
- 3.1.8 When a child subject to a child protection plan changes school, the information will be transferred to the child's new school immediately and the DSL will inform the key worker.
- 3.1.9 Acting as a focal point for staff concerns and liaising with other agencies and professionals (See Appendix 3)
- 3.1.10 Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the CAF and Framework for Assessments process, and provides a report which has been shared with the parents as appropriate.

- 3.1.11 Ensuring that any absence of two days, without satisfactory explanation, is investigated including that of a pupil currently subject to a child protection plan. These children should be referred to their Education Welfare Officer and/or Social Worker and that they are informed about every child that may be subject to a child protection plan or a child in need plan.
- 3.1.12 Ensuring that all school staff are aware of the school's Child Protection policy and procedures, and know how to recognise and refer any concerns.
- 3.1.13 Providing, with the Headteacher, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by designated members of staff, and by all staff and Governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to social services and subject to child protection plans (anonymised).
- 3.1.14 Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years.

#### **4.0 Supporting Children**

- 4.1 We recognise that a child who is abused or neglected, who witnesses' violence or who lives in a violent environment may feel helpless and humiliated, may blame herself, and find it difficult to develop and maintain a sense of self-worth. These children who are vulnerable may be subject of Child Protection Plans and any incidents or concerns will be reported immediately to LBR
- 4.2 We recognise that the school may provide the only stability in the lives of children who have been abused or neglected or who are at risk of harm.
- 4.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4 St. Joseph's Convent School will support all pupils by:
  - 4.4.1 Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
  - 4.4.2 Promoting a caring, safe and positive environment within the school through PSHE&C curriculum, help children develop awareness of how to keep themselves safe, adopt a healthy lifestyle, including healthy eating and physical exercise and encourage them to form positive friendships and relationships.
  - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
  - 4.4.4 Notifying Social Services as soon as there is a significant concern.
  - 4.4.5 Ensuring that a named person is designated for Looked after Children (LAC) and that an up-to-date list of children is regularly reviewed and updated. The LAC Designated Person is Ms. Glover and in her absence Mrs. Johnson

- 4.4.6 Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Headteacher and designated member of staff at the pupil's new school as a matter of urgency. A photocopy of these records should be kept in a confidential file until it has been confirmed that the new school has received the records. This applies equally to those children who may be subject to a child protection plan
- 4.4.7 Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm by one or more pupils, any such abuse will be referred to the local authority as a child protection issue.

## **5.0 Confidentiality**

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Headteacher or Deputy Headteacher will disclose personal information about a pupil to other members of staff on a need to know basis only.
- 5.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- 5.5 We will always undertake our intention to refer a child to social services with their parents/carers unless to do so could put the child at a greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with social services on this point.
- 5.6 Recording and Reporting — Child protection records will be kept by the Headteacher. They will be kept separately from pupil's school records, marked 'confidential' and securely locked. They will include the date, event and action taken in cases of suspected child abuse or when the child/young person has a child protection plan or is a child in need. Reports for conference will be objective and evidence based; they will distinguish between fact, observation, allegation and opinion.

## **6.0 Supporting Staff**

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the designated member of staff (DSL) and to seek further support. This could be provided for all staff by, for example, the Headteacher, by Occupational Health, and/or a teacher/trade union representative as appropriate.
- 6.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document 'Guidance on Safe Working Practices for the Protection of Children and Staff in Education Settings' provides useful advice on this and the circumstances, which should be avoided in order to limit complaints against

staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook.

- 6.4 We recognise that designated staff should have access to support (as in 6.2) and appropriate workshops, courses or meetings as organised by children's services or the local safeguarding children's board.

## **7.0 Allegations Against Staff**

- 7.1 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. (See also 6.3 above)
- 7.2 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- 7.2.1. The Headteacher/senior teacher on all such occasions will discuss the content of the allegation with the L.A. Designated Officer (LADO).
- 7.2.2. If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.3.1 above, without notifying the Headteacher first.
- 7.2.3. The school will follow the Local Authority procedures for managing allegations against staff as outlined in Part 4 "Keeping Children Safe in Education 2016". This is to be read in conjunction with chapter 7 of The London Child Protection Procedures.
- 7.2.4. Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult The LADO (as in 7.3.2. above) in making this decision.
- 7.2.5. The Governing Body is committed to creating a positive and safe working environment for its workers in line with its core values. The Governing Body wants to create and maintain a working environment where individuals are treated with respect and dignity. The Governing Body, Headteacher and Senior Managers are firmly committed to the success of this policy and all steps taken towards its achievement. Everyone has the right to be treated with respect and dignity in the workplace, irrespective of their level, status or position within the organisation.
- 7.2.6 The School will report promptly to both the Disclosure and Barring Service within one month (DBS) and will consider referral to the National College for Teaching and Leadership (NCTL) within one month of leaving the school, any person (whether employed, contracted or volunteer) whose services are no longer used because he or she is considered unsuitable to work with children. This includes making a referral where a teacher has been dismissed (or would have been dismissed if he/she had not resigned) and a prohibition order may be appropriate. Reasons why such an order may be appropriate include: 'unacceptable professional conduct', conduct that may bring the professional into disrepute', or a conviction, at any time for a relevant

offence'. Further guidance is to be found on the DBS and NCTL websites. Referrals are made as soon as possible after the resignation or removal and reports include as much evidence about the circumstances of the case as possible. Compromise Agreements or ACAS agreements will never apply in such circumstances.

## **8.0 Allegations of Abuse and Instances of Abuse by Pupil/s Against Another**

The School's Positive Behaviour Policy makes clear the expectations on pupils of acceptable behaviour towards other pupils. Where a pupil (or a member of staff/Governor/visitor) makes an allegation about the behaviour of a pupil or pupils against another pupil, and this is deemed or could be deemed to be a form of abuse, the allegation must be reported to the DSL. They will take advice from the local authority, if judged necessary, about putting in place measures necessary to safeguard the pupil which may mean involving external agencies. In these cases it is essential that all children involved, whether perpetrator or victim are treated as 'at risk'. Where there is 'reasonable cause to suspect that a child is suffering or likely to suffer, significant harm' the allegation or disclosure must be reported to the DSL immediately. The DSL will report the matter to LBR and seek advice as to whether a formal referral should be made. Additionally if appropriate the DSL will also refer peer-on-peer abuse to an external safeguarding agency.

## **9.0 Whistleblowing**

- 9.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Staff refer to the Whistle Blowing Policy.
- 9.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should **contact** the Headteacher, or the Local Authority Designated Officer (LADO) for Child Protection (See Whistle Blowing Policy)

## **10.0 Positive Handling**

- 10.1 Our policy on positive handling by staff is set out separately (See Appendix 4 Guidelines), as part of our Positive Behaviour Policy. It complies with DfE guidance on positive handling strategies and use of force as outlined by the 'Education and Inspections Act 2006' and 'Use of Reasonable Force' Advice for Headteachers, staff and Governing Bodies. This guidance states that staff must only ever use physical intervention as a last resort, e.g. When a child is endangering herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person, reasonable and proportionate.
- 10.2 Such events should be recorded and signed by a witness.
- 10.3 Staff who are likely to use specialist positive handling techniques should be appropriately trained. Individual training in the form of the Team-Teach approach can be supplied to Redbridge schools upon request to the Manager of the Education Welfare Service and focuses on de-escalation, diversion and diffusion strategies. Positive handling techniques can be devised to meet the individual needs of children with challenging behaviour.
- 10.4 We understand that positive handling of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures. However it must also be accepted that in using reasonable and proportionate action this may

sometimes result in the child or member of staff receiving a mark or injury. The presence of such a mark or injury should not always be taken as evidence of malpractice on behalf of the member of staff.

- 10.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safer Culture' guidance to ensure they fully understand their professional boundaries.

## **11.0 Anti-Bullying**

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

### **11.1 Safeguarding SEND pupils**

Staff are aware that pupils with a special educational need or a disability may experience greater risks, vulnerability and unequal access to services and resources. They may have additional needs relating to physical, sensory, cognitive and /or communication impairments. Some disabled children may be more vulnerable to abuse because they receive intimate or personal care or have an impaired capacity to resist or avoid abuse, have communication difficulties or may be more vulnerable to peer abuse e.g. forms of bullying or intimidation.

## **12.0 Racist Incidents**

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. All racially motivated incidents are reported to the Council's School Improvement Adviser (Ethnic Minority Achievement); Learning and School Improvement.

## **13.0 Prevention**

- 13.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection within their duty of care.

- 13.2 The school community will therefore:

- 13.2.1 Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to communicate their feelings and concerns whatever their mode of communication. Children's communication difficulties mean that staff must be vigilant at all times for signs of physical and emotional abuse and neglect.

- 13.2.2 Ensure that all children feel there is an adult in the school whom they can approach if they are worried or in difficulty.

- 13.2.3. Provide across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

## **14.0 Health, Safety & Welfare**

Our Health, Safety and Welfare policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away

from the school when undertaking school trips and visits. We have both generic and individual risk assessments for staff and children, for in-school and for off-site activities.

## **15.0 Extended school & off-site arrangements**

15.1 Working Together recognises that pre-school children and the extended use of school premises play an important part in the lives of large numbers of children. Professionals working within these settings should know how to recognise and respond to the possible abuse or neglect of a child.

15.2 When our children attend off-site activities, we will check that effective child protection arrangements are in place. (see also Educational Visits Policy)

## **16.0 E Safety**

The Local Safeguarding Children's Board is a valuable resource of information and training tools. Further information can be obtained by visiting the following: CEOP's 'Thinkuknow' programme provides a range of free educational resources - films, lesson plans, presentations, practitioner guidance, games and posters - to professionals working with children and young people. Through the use of educational materials help is given to empower and protect young people from the harm of sexual abuse and exploitation, both online and off.

16.1 In line with the Code of Conduct policy and E-safety Policy, staff do not use mobile telephones for personal business at any time when they are supervising children including EYFS pupils. School equipment should be used to take pictures, videos and/or auditory samples which are then uploaded onto the school server and deleted when necessary. Photographs or recordings should only be made where there is a legitimate school purpose. Images or recordings must not be transmitted to a third party with permission from the Headteacher and parents of the child concerned

## **17.0 Prevention of Radicalisation**

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. The Counter-Terrorism and Security Act 2015 places a duty on schools (and other specified authorities) to have due regard to the need to prevent people from being drawn into terrorism. Radicalisation is usually a process not an event – it is possible to intervene to prevent vulnerable people being drawn into terrorism. Vulnerable individuals identified as being at risk of radicalisation are referred to the Channel programme. This is a multi-agency panel that provides support to the individual through specialised intervention providers. Whilst the risk of radicalisation is remote it is still a possibility to consider when assessing behavioural changes. (See Prevent Duty Policy)

Advice regarding Prevent or referrals to the Channel programme can be obtained from:

Melanie Roulston, Prevent Institutions Officer, Redbridge Community Safety Team on 020 8708 5244 or 07506 460 350

## **18.0 Female Genital Mutilation (FGM)**

Teachers have a statutory duty to report to the police where they discover that FGM has been carried out on a girl under the age of 18. Such concerns should be reported to Child Protection officers.

### **19.0 Intimate Care**

Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene i.e. care associated with continence, washing etc. while preserving a child's dignity and privacy. The School's Intimate Care policy sets out the school's approach to best practice.

### **20.0 EYFS Additional Requirements**

The Safeguarding Policy applies to the whole school including those children who are part of EYFS. We will inform Ofsted immediately (on the same day), or as soon as reasonably practicable, but certainly within 24 hours, of any allegations of serious harm or abuse by any person living, working or looking after children at the school (whether that allegation relates to harm or abuse committed in school or elsewhere). This could include any other abuse which is alleged to have taken place on the site, and of the action taken in respect of these allegations.

### **21.0 Disqualification By Association (Early Years and later Year's Provision)**

Pre-appointment checks in this regard may be needed for relevant staff, leaders and managers as part of following the KCSIE supplementary advice. Employees who teach or manage any aspect of provision for children up to the age of 8 are not allowed (in accordance with regulations under Section 75 of the Childcare Act 2006) to work in this capacity at our school if they, or others in their household are disqualified.

### **22.0 Child Missing from Education**

All children are entitled to full time education, which is suitable to their age, ability aptitude and any special educational needs they may have. A child missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Staff, working with LBR, follow school procedures when dealing with a child who is missing from education. All children attending this school are placed on the School's admission register.

### **23.0 Implementation, Monitoring, Evaluation and Review**

The Governing Body of our school is responsible for ensuring the annual review of this policy or changes in response to new safeguarding regulations as required.

Governors will be informed of any changes or amendments which they will need to agree. Then all staff will be advised accordingly through staff meetings. A copy of the amended policy will be displayed in the Staff Room. There will be a whole staff briefing every September and new staff will have face-to-face induction with the Designated Member of Staff.

The number of child protection referrals will be monitored, together with the number of children subject to Child Protection Plans. The Designated Member of Staff will keep a list of children identified as 'in need' or vulnerable and monitor their attendance, attainment, behaviour and well-being and report to Governing Body. Regular staff discussions through staff meetings.

Staff Child Protection & Safeguarding Training Day:  
Prevent Training:  
Review  
Inset  
Staff Meeting Assessment task

January 2017  
April 2016  
November 2006  
January 2017  
January 2017

## Definition of Child Abuse

The following categories of abuse or neglect are recognised and defined by 'Working Together to Safeguard Children 2015' and are utilised as part of the assessment criteria for determining whether a child/young person may be at risk of significant harm and subject to a child protection plan. In most cases multiple issues will overlap one another.

### **What is Abuse and Neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger (e.g. via the Internet). They may be abused by an adult or adults or another child or children.

### **Physical Abuse**

Physical abuse 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**

Emotional abuse is the persistent emotional maltreatment 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. 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 the 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 cyber bullying) 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, though it may occur alone.

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or 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. Child sexual exploitation (CSE) is a type of abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they're in a loving consensual relationship.

### **Neglect**

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. 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 and clothing, shelter, including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Grave Concern/at risk**

This is not a distinct category but is dealt with separately. A child can be at risk from any combination of the four above categories.

### Signs and Indicators of Abuse

Lists of signs and symptoms are not fail-safe mechanisms, but they are often helpful indicators in certain combinations of the likelihood or reality of abuse. Children may behave strangely or appear unhappy for many reasons, as they move through the inevitable stages of growing up, and their families experience changes.

These are lists of some of the signs and types of behaviour, which may indicate that a child is being abused. In themselves they are not evidence of abuse, but they may suggest abuse if a child exhibits several of them or if a pattern emerges. Remember that there can be other explanations for a child showing such signs or behaviour in such ways. There is a good deal of overlap between the signs and symptoms of the different types of abuse, particularly between emotional and other types of abuse.

|  |  |
|--|--|
| <p><b>Signs of Sexual Abuse</b></p> <ul style="list-style-type: none"> <li>• Sudden changes in behaviour or school performance</li> <li>• Inappropriate sexualised behaviour</li> <li>• Tendency to cling, need reassurance</li> <li>• Tendency to cry easily</li> <li>• Regression to young behaviour</li> <li>• Apparent secrecy</li> <li>• Anorexia or bulimia</li> <li>• Unexplained pregnancy</li> <li>• Phobias, panic attacks</li> <li>• Distrust of a familiar adult</li> </ul>                | <p><b>Signs of Emotional Abuse</b></p> <ul style="list-style-type: none"> <li>• Physical, mental and emotional development lags</li> <li>• Over-reaction to mistakes</li> <li>• Compulsive stealing, scavenging</li> <li>• Running away</li> <li>• Sudden speech disorders</li> <li>• Drug solvent abuse</li> <li>• Self mutilation</li> <li>• Extremes of passivity or aggression</li> <li>• Admission of blame which appears excessive</li> <li>• Fear of parents being contacted</li> </ul>   |
| <p><b>Signs of Physical Neglect</b></p> <ul style="list-style-type: none"> <li>• Constant hunger</li> <li>• Poor personal hygiene</li> <li>• Poor state of clothing</li> <li>• Emaciation</li> <li>• Frequent lateness or non-attendance at school</li> <li>• Untreated medical problems</li> <li>• Destructive tendencies</li> <li>• Low self esteem</li> <li>• Neurotic behaviour</li> <li>• No social relationships</li> <li>• Running away</li> <li>• Compulsive stealing or scavenging</li> </ul> | <p><b>Signs of Physical Abuse</b></p> <ul style="list-style-type: none"> <li>• Unexplained injuries or burns, particularly recurrent</li> <li>• Improbable excuses</li> <li>• Refusal to discuss injuries</li> <li>• Untreated injuries</li> <li>• Withdrawal from physical contact</li> <li>• Arms/legs covered in hot weather</li> <li>• Aggression towards others</li> <li>• Fear of medical help</li> <li>• Fear of returning home</li> <li>• Running away</li> <li>• Bald patches</li> <li>• Self-destructive tendencies</li> </ul> |
| <p><b>Grave Concern/at risk</b><br/> This is not a distinct category but is dealt with separately. A child can be at risk from any combination of the four above categories.</p>   |  |

## Reporting a Child Protection Concern

### Important Contact Details

The Designated Safeguarding Lead may consult other staff and agencies as appropriate during the information gathering process and should be encouraged to seek advice at any time from the following: -

#### Child Protection & Assessment Team (CPAT)

Tel: 0208-708-3781/3885

Lynton House

255-259 High Road

Ilford

Essex

IG1 1NN

If a child is deemed to be 'a child in need of help' these numbers can be contacted.

1. Team Manager Child Protection & Assessment Team or Duty Social Worker  
020 8708 3781/3885
2. Local Authority Designated Officer, Redbridge Children's Services  
020 8708 5350
3. Linda Wastell – (CP Education Liaison Officer) CPAT: 020 8708 3304
4. In the case of Redbridge residents any multi-agency referral form must be emailed to [cpatreferrals@redbridge.gov.uk](mailto:cpatreferrals@redbridge.gov.uk) . Children's Social Services can decide any future actions to be undertaken following their screening and assessment.
5. All "URGENT" out of hour's referrals must be routed through the Emergency Duty Social Work Team contacted via Redbridge Control Centre on 020 8553 5825
6. Prevent Institutions Officer, Redbridge Community Service Team  
Melanie Roulston 0208 708 5244

#### **Police Contacts are:**

1. Local Police: 999
2. Non-Emergency Police: 101

#### **DfE Contacts for non-emergency advice for Staff and Governors are:**

1. Telephone: 020 7340 7264
2. Email: [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

## GUIDELINES ON POSITIVE HANDLING

### **For more details please refer to our Positive Handling Policy**

Clarifies the power of teachers, and other staff, who have lawful control or charge of pupils to use 'reasonable force' to prevent pupils

- committing a criminal offence
- injuring themselves or others
- causing damage to property (including their own)
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere (i.e. authorised out of school activity)

This does **not** authorise the use of corporal punishment in any circumstances.

Schools should have a policy about the use of force to control or restrain pupils. This policy must be discussed with all staff to whom it applies and with the Governing body of the school. A statement of the school's policy should also be published to parents and pupils.

### **Types of Incidents**

The emphasis should always be on de-escalation strategies however, situations where reasonable force **may** be appropriate or necessary include:

- when a pupil attacks a member of staff or another pupil
- when pupils are fighting
- when a pupil is engaged in, or is on the verge of committing deliberate damage or vandalism
- when a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- when an 'at risk' pupil absconds from class or tries to leave the school

### **Practical Advice**

- Schools should plan for incidents if they are aware that a pupil is likely to behave in a way that may require physical control or restraint
- Clear, non-physical de-escalation techniques **must** be used prior to the consideration of any physical restraint **unless** the situation is so urgent as to require immediate intervention
- Staff should continue to attempt to communicate with pupils throughout any incident. It should be clear that physical restraint **must** stop as soon as it ceases to be necessary
- A calm and measured approach to a situation by staff is needed
- On some occasions, staff should not intervene without help e.g. When dealing with older, physically large pupils, or more than one pupil. The staff member should remove other 'at risk' pupils; summon assistance from colleagues and/or the police. Pupils should be informed that help has been sent for and attempts to defuse the situation using verbal de-escalation techniques should continue

A written record of any occasion where force is used should be made **at the time**. This should include:

- the names of everyone involved, the time, the place and names of any potential witnesses

- the reason physical restraint was used
- how the incident began and developed including details of behaviours displayed
- as far as possible details of all conversations
- what steps were taken to defuse the situation
- the degree of force used, how it was applied and for how long
- the pupil's response
- the outcome
- details of any injury and of any damage to property

Senior staff should be informed **immediately** and advice sought. Staff are advised to keep a copy of their report. Parents should also be informed of such an incident involving their child, as soon as practicable and an opportunity provided to discuss it.

## **Guidelines to follow in the event of a disclosure**

If a child makes a disclosure of abuse, the following guidelines must be followed.

Specialist police officers and social workers are trained in the investigative interview of children. Although your own needs, understandably, will urge you to ask the child a lot of questions about the alleged abuse, this is not your role.

You may need to find out just enough about the alleged abuse in order to make a decision about the need for referral. If you need to ask the child questions or clarify what they are saying, make sure that you use open-ended questions which do not lead the child to make specific responses. Should the case go to court you may be called as a witness and the court will need to be convinced that you have not contaminated the evidence by putting words or suggestions into the child's mind.

Examples of open ended, non-leading questions:

Please tell me how it happened?

Tell me more?

Please explain that a bit further?

If you are the first point of contact for a child wishing to disclose you are a very important person for that particular child. Many survivors of child abuse say that having the first person they told be supportive was the first step in recovering from their experience. Children often drip feed information, giving small clues over a period of time. Your supportive response at each stage will encourage the child to make further disclosure.

### **So what can you do?**

Tell the child that you take what they are saying very seriously

Reassure the child that she is not to blame

Let the child know that you understand how difficult it is to talk about such experiences and that she is brave to tell

Be calm and reassuring

Explain that you cannot promise to keep what the child tells you a secret

Say that you take what they say very seriously and will involve a social worker/police officer in order to work towards making the child safe and that you will continue to support them

Don't make false promises/reassurances to the child which may not be able to be fulfilled

Make accurate records

It is important to preserve the innocence of the child and not to introduce abusive concepts to them. Corruption is when as professionals we introduce abusive concepts to the non-abused child. Children commonly retract allegations of child abuse. A retraction does not discredit the original allegation but should raise questions about why the child has withdrawn the allegation.

It is not your role to physically examine a child. This is the role of the named Child Protection Doctor or a medical expert appointed by them. If the child has marks which are easily visible then you should make a record of what you have seen. Do not look under a child's clothing to examine any injuries.

It is difficult to be definitive about whether or not it is acceptable to touch a child who is disclosing child abuse. To a child who has suffered abuse, any touch may have a very different meaning from that intended by the protective adult. Also, a child who has suffered abuse may not have an appropriate sense of boundaries or understand the need to keep themselves safe. It is important

therefore to be cautious and to convey empathy through other means such as tone of voice, non-verbal behaviour or the use of toys.

## **Records**

### Written recording during the interview

It may be possible to write down phrases and words whilst the child is talking which can be used to trigger recall when the full recording is made. This should only be done if the child is in agreement and if they feel comfortable.

### Written recording immediately after the interview

It is very important to record exactly what the child said using the child's vocabulary even if the meaning is unclear.

### Recording your own responses

Your verbal and non-verbal responses should be recorded and it should be clear that a non-leading approach has been used.

### Recording the context of the disclosure

The context in which a child chooses to tell about an incident of abuse can provide valuable information to the investigating team, e.g. the child was watching a particular video or was playing with dolls in the home corner.

### Recording the emotional context of the disclosure

The emotional context can provide valuable clues to the investigating team. A child may make serious statements in a joking way or may present as tearful and distressed. Children may speak about very serious matters in a matter of fact way which is surprising to adults.

### Recording repetition

If a child repeats statements these should be recorded. Consistency in a child's repeated statements adds to the strength of the evidence.