

	Whybridge Infant School	
	June 2015	
	Next review Autumn 17	
	Reviewed Head Teacher	
	June 2015 GB approved	
	Lead: Ian Bakmann-Madsen	
	Deputy 1: Miss S Longhurst	
	Deputy 2: Miss S Harvey	

Safeguarding and Child Protection Policy for Schools

April 2015

- 1.0 The purpose of this document is to assist all staff to safeguard and protect children who are at risk of abuse or neglect and promote their well-being.
- 2.0 This policy and procedures should be read in conjunction with
 - 2.1 London Safeguarding Children Procedures 5th edition.
- 3.0 This policy also reflects the requirements of
 - 3.1 Working Together to Safeguard Children 2015
 - 3.2 Keeping children safe in education 2015.
- 4.0 The safeguarding of children is everyone's business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This includes
 - 4.1 Preventing the impairment of children's health or development
 - 4.2 Protecting children from maltreatment
 - 4.3 Ensuring children grow up in circumstances consistent with the provision of safe and effective care.
- 5.0 The Children Act 1989 defines a child as being up to the age of 18 years; it also defines significant harm and the roles and responsibilities of Children's Social Care and the Police.
- 6.0 This policy and the following procedures apply to all paid staff, volunteers and governors working with or in Whybridge Infant School.
- 7.0 **Significant Harm**
 - 7.1 There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of

physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism, and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the family's strengths and supports.

- 7.2 The following procedures outline the action to be taken if it is suspected that a child may be being abused, harmed or neglected. There are four categories of abuse:
- Physical Abuse
 - Emotional Abuse
 - Sexual Abuse
 - Neglect
- 7.3 It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger, this includes someone in a position of trust such as a teacher or other professional.
- 7.4 Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect for a child are compatible with this aim. If there are concerns about a child's welfare that do not meet the thresholds of child abuse the school will consider whether the Early Help approach should be considered. Remember early identification of concerns and the use of Early Help to develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

8.0 Context

- 8.1 The content of this policy is applicable to all paid staff, volunteers and Governors.
- 8.2 The governors and staff of Whybridge Infant School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our children from harm.
- 8.3 All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.
- 8.4 The aims of this policy are:
- 8.4.1 To support the child's development in ways that will foster security, confidence and independence.
 - 8.4.2 To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- 8.5 Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.

- 8.5.1 To provide a systematic means of monitoring children known or thought to be at risk of harm.
- 8.5.2 To support pupils who have suffered abuse in accordance with their agreed Child Protection Plan.
- 8.5.3 To emphasise the need for good levels of communication between all members of staff.
- 8.5.4 Carefully follow the procedures for recruitment and selection of staff and volunteers, ensuring that all adults within our school who have access to children have been checked as to their suitability.
- 8.5.5 To set out a structured procedure within the school community in cases of suspected abuse.
- 8.5.6 Sharing information about child protection and good practice with children, parents and carers, staff and volunteers.
- 8.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care. Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
- 8.5.8 To ensure all staff are aware of the schools code of conduct.
- 8.5.9 Providing effective management for staff and volunteers through support, supervision and training.

8.6 Equality

- 8.6.1 Some children's circumstances mean they are more vulnerable to abuse and/or less able to easily access services. These children often require a high degree of awareness and co-operation between professionals in different agencies, both in recognising and identifying their needs and in acting to meet those needs – Part B3, Children in Specific Circumstances, edition 5, London Child Protection Procedures.

9.0 Procedures

- 9.1 Our school procedures for safeguarding children will be in line with the London Borough of Havering and Havering Local Safeguarding Children's Board procedures. Edition 5 of the London Child Protection Procedures provides comprehensive guidance. We will ensure that:
 - 9.1.1 We have a Designated Safeguarding Lead who has responsibility for Child Protection and who undertakes regular training for this role.
 - 9.1.2 We have two designated Safeguarding deputies who will act in the Designated Safeguarding lead's absence.
 - 9.1.3 The Safeguarding and child protection team are:
 - Ian Bakmann-Madsen Safeguarding lead
 - Miss S Longhurst Deputy 1
 - Miss S Harvey Deputy 2
 - 9.1.4 The Safeguarding lead is a member of the Senior Leadership Team of Whybridge Infant School

- 9.1.5 Those named above have received appropriate training. The Designated Safeguarding Lead and their deputies will undertake training at least every two years and all school staff will receive training at least every three years.
- 9.1.6 We have a designated Governor for Child Protection/Safeguarding. This person is Mrs D Bacon, Child protection / safeguarding governor
- 9.2 In the event that there are concerns about a child the Designated Safeguarding Lead will access the London Child Protection Procedures 5th edition to inform their decision making process with regard to the presenting safeguarding concerns.
- 9.3 The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of the children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer significant harm.
 - 9.3.1 All members of staff will develop their understanding of the signs and indicators of abuse and their responsibility for referring any concerns.
 - 9.3.2 All new members of staff will be given a copy of our child protection procedures as part of their induction into Whybridge Infant School.
 - 9.3.3 All members of staff will be expected to know how to access edition 5 of the London Child Protection Procedures at <http://www.londoncp.co.uk/>.
 - 9.3.4 All members of staff will know how to respond to a pupil who discloses abuse. It is vital that our actions do not abuse the child further or prejudice further enquiries, for example,
 - 9.3.4.1 Stay calm, listen to the child, if you are shocked by what is being said try not to show it.
 - 9.3.4.2 Do not promise confidentiality, you can however promise privacy, reassure the child they have done the right thing, explain who you will have to tell and why.
 - 9.3.4.3 If a child is making a disclosure the pace should be dictated by the child, do not ask leading questions for example, 'what did they do next?' It is our role to listen not to investigate. Use open questions such as 'is there anything else you wish to tell me'.
 - 9.3.4.4 Accept what they are telling you, do not make judgements.
 - 9.3.4.5 Reassure the child that they have done the right thing in telling you. Do acknowledge how hard it was for them to tell you.
 - 9.3.4.6 Don't criticise the perpetrator, this may be someone they love.
 - 9.3.4.7 Tell them what you will do next and with whom the information will be shared
 - 9.3.4.8 Pass this information on immediately to your Designated Person or Deputy Designated Person in his/her absence.
- 9.4 All staff may raise concerns directly with Children's Social Care.
- 9.5 After a child has disclosed abuse the designated person should carefully consider whether or not it is safe for a child to return home to potentially abusive situation. On these rare

occasions it may be necessary to take immediate action to contact Children's Social Care to discuss putting safety measures into effect.

9.5.1.1

9.5.2 Report all information immediately, on the same working day, to the Designated Safeguarding Lead, or in their absence to the Safeguarding Deputy.

9.5.3 The conduct of staff when in a 1:1 situation with a child is managed in a way that would not lead any reasonable person to question their motives or intentions. All staff must ensure that their behaviour and actions do not place children or themselves at risk of harm or of allegations of harm to children. All staff must be aware of the schools 'Whistleblowing Policy' and how to access it.

9.5.4 All parents/carers are made aware of the possibilities of staff members actions with regard to child protection procedures.

9.5.5 All parents, as part of the child induction process, will be made aware of the Child Protection Policy which is on the school website www.whybridge.co.uk

9.6 We will review our Child Protection Procedures annually and complete a section 175 audit. A copy of the audit will be sent to the Schools Safeguarding Lead in Havering and also shared with the Quality Assurance Inspector.

10.0 Types of abuse and neglect

10.1 These definitions are from "Keeping Children Safe in Education" (April 2015).

10.2 **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.

10.3 **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.

10.4 **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.

10.5 **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.

- 10.6 **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.

11.0 Possible Signs & Symptoms of Abuse

- 11.1 The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category. Guidance on recognising signs & symptoms of can be found in *Working Together to Safeguard Children 2015*. Also students with learning difficulties often exhibit some of these signs (e.g. reluctance to get undressed for P.E., constant tiredness) which are not necessarily signs of abuse but symptoms of their condition. However it must also be remembered that disabled children are 3 times more likely to experience abuse or neglect than non-disabled peers.

11.2 Physical Abuse

- Unexplained injuries, bites, bruises or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss the causes of injuries
- Untreated injuries
- Disclosure of punishment which appears excessive
- Withdrawal from physical contact/aggressive behaviour
- Arms and legs kept covered in hot weather (excluding for reasons of cultural dress)
- Fear of returning home
- Fear of medical help
- Self-destructive tendency
- Running away

11.3 Emotional Abuse

- Physical, mental, emotional or developmental lag
- Domestic violence
- Disclosure of punishment which appears excessive
- Over-reaction to making mistakes or fear of punishment
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviours
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug or solvent abuse

- Running away
- Compulsive stealing, scavenging

11.4 **Sexual Abuse**

- Sudden changes in behaviour
- Displays of affection which are inappropriate
- Alleged promiscuity or sexualised behaviour
- Fear of undressing
- Regression to younger behaviour
- Inappropriate internet use and possible 'grooming' concerns
- Genital itching or other genital/anal pain/injury
- Distrust of familiar adult
- Unexplained gifts of money, mobile phones etc.
- Depression and withdrawal
- Apparent secrecy about social activities or the identity of "special friends"
- Wetting or soiling, day and night
- Sleep disturbances or nightmares
- Chronic illness, especially throat infections and sexually transmitted disease

11.5 **Neglect**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems or unmet special needs
- Low self-esteem
- Neurotic behaviour
- Poor social relationships
- Deterioration in school performance
- Running away
- Compulsive stealing or scavenging

11.6 **Child sexual exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

11.7 **Female Genital Mutilation (FGM)**: professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM

are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

12.0 What to do if you suspect that abuse may have occurred

- 12.1 You must report the concerns immediately, on the same working day, to the designated Safeguarding Lead or their deputies.
- 12.2 The role of the designated person is to:
 - 12.2.1 Obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.
 - 12.2.2 Assess the information quickly and carefully and ask for further information as appropriate.
 - 12.2.3 They should also consult with Havering services in the first instance:
 - 12.2.3.1 Early help 01708 43 4714
 - 12.2.3.2 MASH 01708 433222
 - 12.2.3.3 LADO Lisa Kennedy 01708 431653 Lado@haverling.gov.uk
 - 12.2.3.4 Or Nora Hammond before MASH 01708 431160 mobile 07773 587309 or nora.hamond@haverling.gov.uk
 - 12.2.4 The designated Lead should make a referral to the MASH or the police without delay if it is agreed during the consultation or if there is an immediate risk to the child.
 - 12.2.5 The referral should be made to the MASH team in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the MASH team in that borough.
 - 12.2.6 A telephone referral should be made and confirmed in writing using a MASH referral form within 48 hours. The MASH team should acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days. Any referrals that are faxed to the MASH team should be followed up by a telephone call to confirm receipt.
 - 12.2.7 Following referral, the MASH team should, within one working day, consider the next course of action, record their decision in writing and notify the designated person.
 - 12.2.8 Suspicions will not be discussed with anyone other than those nominated above.
 - 12.2.9 It is the right of any individual to make direct referrals to the child protection agencies. If for any reason you believe that the designated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the child protection agencies directly.

13.0 Responsibilities

- 13.1 The Designated Safeguarding Lead or those deputising for them, is responsible for:

- 13.1.1 Adhering to the Havering LSCB, London Borough of Havering and Whybridge Infant School procedures with regard to referring a child if there are concerns about possible abuse.
- 13.1.2 Keeping full written chronological records of in school concerns about a child even if there is no need to make an immediate referral.
- 13.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- 13.1.4 Ensuring that an indication of further record-keeping is marked on the pupil records.
- 13.1.5 Checking the attendance of children subject to a Child Protection Plan on daily basis.
- 13.1.6 Ensuring that any child currently who is subject to a Child Protection Plan who is absent without explanation is referred to Social Care.
- 13.1.7 Ensuring that where any child currently who is subject to a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed. A copy of the child's information will be retained by Whybridge Infant School.

14.0 Supporting Children

- 14.1 We recognise that a child who is abused or witnesses violence and/or abuse may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.
- 14.2 We recognise that the school may provide the only stable, secure and predictable element in the lives of children who have been abused or who are at risk of harm.
- 14.3 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.
- 14.4 Whybridge Infant School will support all children through:
 - 14.4.1 The curriculum
 - 14.4.2 The school ethos
 - 14.4.3 Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
 - 14.4.4 Promoting a caring, safe and positive environment within the school, giving children a sense of being valued.
 - 14.4.5 Ensuring children know there are adults in the school whom they can approach if they are worried.
 - 14.4.6 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 14.4.7 Notifying Social Care as soon as there is a significant concern.
 - 14.4.8 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school.

15.0 Confidentiality and Information Sharing

- 15.1 We recognise that all matters relating to Child Protection are confidential

- 15.2 Department for Education (DfE), information sharing protocols 2015 will be adhered to at all times.
- 15.3 The Headteacher, Designated Safeguarding Lead, or staff generally will disclose any information about a child to other members of staff on a need to know basis only.
- 15.4 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 15.5 All staff must be aware that they cannot promise a child to keep secrets.

16.0 Supporting Staff

- 16.1 We recognise that staff working in Whybridge Infant 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.
- 16.2 We will support such staff by providing an opportunity to discuss the situation with the Designated Safeguarding Lead and to seek further support as appropriate.

17.0 Safer Recruitment

- 17.1 At **Whybridge Infant School** we will ensure we practice Safe Recruitment by undertaking enhanced DBS checks of staff and volunteers who work with children. Recruitment adverts will highlight the priority that the school places on this and the schools commitment to safeguarding.
The school will follow the guidance set out in Keeping Children Safe in Education, and in line with the Local Authority and Local Safeguarding Children's Board procedures, these being the 5th edition of the London Child Protection Procedures 2015, part B2, chapter 7.

18.0 Allegations against staff

- 18.1 We understand that a child or 3rd party may make an allegation against a member of staff.
- 18.2 We understand that an allegation is wider than just those where it is considered that there is reasonable cause to believe that a child has suffered or is at risk of suffering significant harm. Some allegations may indicate that a staff member is unsuitable to work with children.
- 18.3 We will be guided by Working Together 2015 which defines an allegation as:
 - 18.3.1 behaved in a way that has harmed a child, or may have harmed a child;
 - 18.3.2 possibly committed a criminal offence against or related to a child; or
 - 18.3.3 behaved towards a child or children in a way that indicates that they are unsuitable to work with children.
- 18.4 If such an allegation is made, the member of staff receiving the allegation, or having the concern, will immediately inform the Headteacher, this must be done on the same working day.
- 18.5 The Headteacher on all such occasions will discuss, on the same working day, the content of the allegation with Local Authority Designated Officer (LADO), Paul Goldsmith, on 01708 433584
- 18.6 If the allegation made to a member of staff concerns the Headteacher, the member of staff will immediately inform the Chair of Governors who will consult with the Local Authority Designated Officer (LADO), this must be done on the same working day. If the Chair of Governors is not available the member of staff must make direct contact with the LADO.

- 18.7 The school will not internally investigate until instructed by the LADO. Paul Goldsmith 01708 433584
- 18.8 The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school. These are also contained in part A, chapter 7 of the London Child Protection Procedures 5th edition 2015.

19.0 Whistleblowing

- 19.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 19.2 All staff must be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.
- 19.3 Further information is available in our separate policy on whistleblowing.

20.0 Physical Intervention

- 20.1 Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that all times it must be the minimal force necessary to prevent injury to another person.
- 20.2 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. Staff need to be aware that if a child sustains an injury as a result of physical intervention Child Protection processes must be adhered to.

21.0 Bullying

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

22.0 Racial Incidents

- 22.1 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.

23.0 Health & Safety

- 23.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from school when undertaking school trips and visits.

24.0 Prevention

- 24.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 24.2 The school community will therefore:
- 24.2.1 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
 - 24.2.2 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

25.0 Other Relevant school policies

- 25.1 Whistleblowing Policy
- 25.2 Physical Intervention Policy
- 25.3 Behaviour Policy
- 25.4 Anti-Bullying Policy
- 25.5 Racial Incidents Policy
- 25.6 Health & Safety Policy

26.0 Management of Children subject to Child Protection Investigation or subject to a Child Protection Plan:

- 26.1 Contribute to the child protection investigation and attend or contribute to the Strategy meetings.
- 26.2 The Designated Person or deputy will attend the Initial Child Protection Conference to share any relevant information and provide a written report for the conference.
- 26.3 If the child is placed on the Child Protection Plan, the Designated Person or deputy is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences.
- 26.4 Information will be shared with staff on a need to know basis but key personnel working with child should have sufficient information to support them in their work with that child.
- 26.5 If a child with a Child Protection Plan has an unexplained absence from school, the Designated Person will inform the Social Worker.

27.0 Support and Training

- 27.1 We are committed to the provision of safeguarding training for all our team members, paid and voluntary.
- 27.2 In addition to the basic safeguarding training, the Designated Persons undertake training in inter-agency working at 2 yearly intervals to keep their knowledge and skill up to date.
- 27.3 All other staff undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at least at 3 yearly intervals. This will be supported every year with training and updates provided by the Designated Teacher through staff meetings and training days.
- 27.4 Staff will be required to sign that they have read Part One: Safeguarding information for all staff of "Keeping Children Safe in Education" (2015).

28.0 Record Keeping

- 28.1 DfE guidance says that the Designated Person will keep detailed, accurate, secure written records of referrals and concerns. These should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order.
- 28.2 Havering LSCB promotes high quality record keeping in respect of all concerns about children's welfare. The records should be completed in a timely manner and include all relevant information such as dates, times, others involved, witnesses etc. All records should be signed and dated. The child's confidential record should include a front sheet chronology of concerns to support the understanding of the impact of past concerns, patterns and

escalation of concerns.

- 28.3 If a child transfers to another school or other educational establishment, the Designated Person should forward securely the child protection file to a named person at the receiving school/establishment under separate cover from the academic records. The file should be marked 'confidential, to be opened by addressee only.'
- 28.4 The Designated Person should retain a copy of the child protection file, this can be digital or paper, which should be stored in a secure area accessible only by appropriate senior staff members. Child Protection records about a student who has ceased to become of compulsory school age should be archived and catalogued. Records must be kept until a child reaches 25 years of age, child protection records must be kept for 35 years after the child leaves the school.
- 28.5 When making a referral, the referrer should keep a written record of:
 - 28.5.1 Discussions with child
 - 28.5.2 Discussions with parent/s
 - 28.5.3 Discussions with staff
 - 28.5.4 Information provided to the MASH
 - 28.5.5 Advice given and decisions taken (clearly times, dated and signed)
- 28.6 The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.
- 28.7 Whybridge Infant School will ensure that we keep up-to-date personal data records of all the children by regularly reminding parents to inform us of any change in family circumstances and requesting an annual update.

29.0 Confidentiality and Information Sharing

- 29.1 We recognise that all matters relating to child protection are confidential.
- 29.2 The Headteacher or Designated Person will disclose personal information about a student to other members of staff on a need to know basis only.
- 29.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 29.4 When considering sharing information the staff will consider the seven golden rules:
- 29.5 Remember that the Data Protection Act is not a barrier to sharing information, it provides the framework
- 29.6 Be open & honest with the person from the outset about how information may be shared
- 29.7 Seek advice, do not fail to share information because you are unsure what to do
- 29.8 Share with consent where appropriate & respect the wishes of those who refuse consent unless you believe that there is a risk of harm to child if the information is not shared
- 29.9 Consider safety and well-being of the child and base information sharing decisions on this
- 29.10 Ensure all information shared is Necessary, Proportionate, Relevant, Accurate, Timely & Secure. Ensure any third party or hearsay information is identified and that you have consent

to share it

- 29.11 Keep a record of your decision and reasons for it. Record what you have shared, with whom and the purpose.
- 29.12 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.

30.0 Supervisory arrangements for the management of out of school hours' activities.

- 30.1 We will aim to protect children from abuse and team members from false allegations by adopting the following guidelines:
- 30.2 All clubs independent of the school must have their own child protection policy & procedure in line with the school's
- 30.3 The club will keep a register of all children attending the activities and give a copy to the school.
- 30.4 The club will keep a register of all team members (both paid staff members and volunteers) and ensure they meet the requirements of the DBS.
- 30.5 Registers will include arrival and departure times.
- 30.6 The club will keep a record of all sessions including monitoring and evaluation records.
- 30.7 The team members will record any unusual events on an accident/incident form.
- 30.8 Written consent from a parent or guardian will be obtained for every child attending the activities.
- 30.9 Team members should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful, in such circumstances another adult should be told.
- 30.10 Team members may escort children of the same sex to the toilet but are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian and a care plan is in place for the child naming them as part of the care plan.
- 30.11 All team members should treat all children with dignity and respect in both attitude, language and actions.

31.0 Where to go for further information:

- 31.1 Havering LSCB
<http://www.havering.gov.uk>
<http://www.havering-lscb.org.uk>
- 31.2 Havering Threshold Document and Descriptors
<http://www.havering-lscb.org.uk/files/London%20Borough%20of%20Havering%20Multi%20Agency%20Threshold%20Criteria.pdf>
- 31.3 Havering MARF guidance notes
http://www.havering-lscb.org.uk/files/MARF_Guidance_Notes.pdf
- 31.4 Havering LSCB – 7 Golden Rules for Information Sharing
http://www.havering-lscb.org.uk/files/seven_golden_rules_for_information_sharing.pdf

- 31.5 Havering Missing protocol
www.havering.gov.uk/missingchildren
- 31.6 Havering online CSE toolkit
<http://www.havering-lscb.org.uk/files/Child%20Sexual%20Exploitation%20Professionals%20Toolkit%202014%20Version%203.pdf>
- 31.7 Havering CSE: Warning signs and vulnerabilities checklist
http://www.havering-lscb.org.uk/files/sexual_exploitation/Professionals_YP_at_Risk_Checklist_2012.pdf
- 31.8 London LSCB
<http://www.londonscb.gov.uk>
- 31.9 London Child Protection Procedures, edition 5, 2015
<http://www.londoncp.co.uk/>
- 31.10 DfE Guidance: Safeguarding practitioners: information sharing advice 2015
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- 31.11 DfE Statutory guidance: Working together to safeguard children 2015
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- 31.12 DfE Statutory guidance: Keeping children safe in education 2015
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- 31.13 DfE Statutory guidance: Schools causing concern 2015
<https://www.gov.uk/government/publications/schools-causing-concern--2>
- 31.14 LGfL esafety policies
<http://www.lgfl.net/esafety/Pages/policies-acceptable-use.aspx>

Revised April 2015

Penny Patterson

Radicalisation and Extremism

Appendix for Safeguarding Policy, 2015

‘Prevent Duty’ within education settings –

The Department for Education offers advice to coincide with the prevent duty, introduced as part of the [Counter-Terrorism and Security Act 2015](#). From 1st July 2015 organisations including schools must to take steps to prevent people from being drawn into terrorism.

Ofsted's revised common inspection framework for education, skills and early years, which came into effect from 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism. As with managing other safeguarding risks, all staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Schools and childcare providers already play a vital role in keeping children safe from harm, including from the risks of extremism and radicalisation, and in promoting the welfare of children in the care of this school. The prevent duty reinforces existing safeguarding duties in school.

All schools and childcare providers should be aware of the increased risk of online radicalisation, as different organisations seek to radicalise young people through the use of social media and the internet. As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups. The Online safety policy for this school outlines safe appropriate behaviours and how to monitor and support children online, in and away from the school.

General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, **Working together to safeguard children** and **Keeping children safe in education**.

Extremism Risk Indicators

Online activity

- increased time spent online;
- secretive online behaviours;
- becomes obsessive about being online;
- gets angry when he or she can't get online;
- changes screens or turns off computer when an adult enters a room;

Identity

- the student/pupil is distanced from their cultural /religious heritage and experiences;
- discomfort about their place in society;
- personal Crisis – the student/pupil may be experiencing family tensions;
- a sense of isolation;
- low self-esteem;
- they may have dissociated from their existing friendship group and become involved with a new and different group of friends;
- they may be searching for answers to questions about identity, faith and belonging.

Personal Circumstances

- migration;
- local community tensions; and
- events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

Unmet Aspirations

- the student/pupil may have perceptions of injustice;
- a feeling of failure;
- rejection of civic life;

Experiences of Criminality

- involvement with criminal groups
- imprisonment; and
- poor resettlement/reintegration on release

Special Educational Needs

- social interaction
- empathy with others
- understanding the consequences of their actions; and awareness of the motivations of others

More critical risk factors could include:

- being in contact with extremist recruiters;
- accessing violent extremist websites, especially those with a social networking element;
- possessing or accessing violent extremist literature;
- using extremist narratives and a global ideology to explain personal disadvantage;
- justifying the use of violence to solve societal issues;
- joining or seeking to join extremist organisations; and
- significant changes to appearance and/or behaviour;
- experiencing a high level of social isolation, resulting in issues of identity crisis and/or personal crisis.

Members of staff must follow the school's normal safeguarding procedures, including reporting to the school's designated safeguarding lead on the day they have a concern. The designated lead will raise with the safeguarding advisor in Havering and where deemed necessary, with Early Help or MASH.

- The Prevent officer in Havering is PC Greig Urquhart, Greig.Urquhart@met.pnn.police.uk
Tel: 07766227261
Workshop to Raise Awareness of Prevent (WRAP) is offered in Havering and has been developed by the Home Office as a core training product for this purpose.
- Anti terrorist hotline 0800 789 321
- The Department for Education has set up a telephone helpline (020 7340 7264) and an email address (counter.extremism@education.gsi.gov.uk) to enable people to raise concerns directly with the department.
- Reporting online extremism <http://www.seeitreportit.org/>
- To report terrorist content on the web go to <https://www.gov.uk/report-terrorism>
- Working together to prevent terrorism <http://www.ltai.info/>

Female Genital Mutilation (FGM)

Appendix for Safeguarding Policy, 2015

FGM in education settings –

Female Genital Mutilation (FGM) is illegal in the UK. It is a severe form of child abuse and violence against women and is therefore a safeguarding issue. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- they observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18.

Although there are no circumstances in which a teacher, school staff member or social worker should be examining a girl. It is possible that a teacher or school staff member, perhaps assisting a young child in the toilet or changing a nappy, may see something which appears to show that FGM may have taken place. In such circumstances, the teacher or school staff member must make a report under the duty, but should not conduct any further examination of the child.

- The duty does not apply in relation to at risk or suspected cases or in cases where the woman is over 18. In these cases, you should follow local safeguarding procedures. Guidance on handling such cases is available in the [multi-agency guidance on FGM](#) and [working together to safeguard children](#).

Prevention & Reporting

School staff can play a key role in protecting girls from FGM.

If you think a girl is at risk of FGM or that FGM may have taken place you **must report it immediately** as you would any other form of child abuse.

1) You **must** inform your Safeguarding /Child Protection lead and Local Authority Advisor.

2) A referral **must** be completed to children's social care.

3) In urgent cases, contact children's social care and the police direct on **101** where you explain that you are making a report under the FGM mandatory reporting duty.

It is essential that the young person's parents **are not** spoken to before a referral is sent to children's social care.

A full risk assessment will be conducted and any decision to contact the young person's parents will be made jointly by children's social care and police.

Key Points:

- It is not a religious practice but a cultural practice
- Occurs mostly to girls aged from 5 – 8 years old; but up to around 15
- Criminal offence in UK since 1985
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison

Reasons for this cultural practice include:

- Cultural identity – An initiation into womanhood and social acceptance
- Gender Identity – Moving from girl to woman – enhancing femininity and fertility
- Sexual control – reduces the woman’s desire for extra-marital sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean and not worthy of marriage

Risk Factors include:

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family’s country of origin
- talk about a ‘special’ event or procedure to ‘become a woman’

High Risk Time

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks but any holiday period poses a risk. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school. The family may or may not request an ‘authorised absence’. Although, it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from social services or the police.

Signs that FGM may have occurred

- Prolonged absence from school with a noticeable change in behaviour on return
- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- Asking to be excused from PE or swimming
- Reluctance to undergo normal medical examinations
- Asking for help, but may not be explicit about the problem due to embarrassment or fear.

Longer Term problems include:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems & infertility
- cysts and abscesses
- pain when having sex
- complications during pregnancy and childbirth
- emotional and mental health problems

USEFUL RESOURCES

- **Female Genital Mutilation: Multi-Agency Practice Guidelines**
<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>
- **Online Home Office eLearning Toolkit which includes case studies**
<https://www.fgmelearning.co.uk/>
- **London Safeguarding Children’s Board** - http://www.londonscb.gov.uk/fgm_resources/
- **Addressing FGM in schools, PSHE Association**
<https://www.pshe-association.org.uk/content.aspx?CategoryID=1193>
- **NSPCC FGM Helpline** 0800 028 3550 & available factsheet
- **Metropolitan Police Child Abuse Investigation Command/Project Azure for FGM**
Telephone: 0207 161 2888

Members of staff must follow the school’s normal safeguarding procedures; including reporting to the school’s designated safeguarding lead immediately on the day they have a concern. A professional should continue to have regard for their wider safeguarding responsibilities, which requires consideration and action to be taken whenever there is any identified risk to a child, whether in relation to FGM or another matter.