

Roxeth Mead School

Policy & Procedure

For Early Years Foundation Stage and Key Stage One

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November 2017

Roxeth Mead School

Safeguarding Policy

For Key Stage One and the Early Years Foundation Stage

The director and staff with special responsibility for safeguarding at Roxeth Mead are:

Mrs. Averil Collins, Safeguarding Director: 020 8422 2092

Mrs Alison Isaacs, Head Teacher, Designated Safeguarding Lead for EYFS and KS1

Mrs. Fiona Power, Deputy Head Teacher, Deputy Designated Safeguarding Lead for EYFS and KS1

The contact details for Child and Family Services of the London Borough of Harrow:

Children's Access Team: The Golden Number, 020 8901 2690

Emergency Duty Team (24 hours): 020 8424 0999

Harrow Local Safeguarding Children Board

Second Floor, Civic Centre, Station Road, Harrow, Middlesex

020 8424 1147 lscb@harrow.gov.uk

LADO: Managers regarding allegations against members of staff

Paulette Lewis: 020 8863 5611 paulette.lewis@harrow.gov.uk

Janice Miller: 020 8736 6435 janice.miller@harrow.gov.uk

Contact Details regarding radicalisation are to be referred to MASH in the first instance on 020 8901 2690

The local authority Prevent Lead: Samia Malik, 020 8420 9385 samia.malik@harrow.gov.uk

Local Police Force, 101, the non-emergency number

DfE dedicated telephone number for non-emergency advice: 020 7340 7264 counter-extremism@education.gsi.gov.uk

NSPCC Whistle blowing helpline: 0800 028 0285 help@nspcc.org.uk

Roxeth Mead School

Safeguarding Policy

Roxeth Mead's Policy on Child Protection and Child Abuse

For Early Years Foundation Stage and Key Stage One

This policy reflects our active commitment to protect and support the pupils at Roxeth Mead School. The aim of the policy is to safeguard and actively promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive environment. The pupils' welfare is of paramount importance.

We follow a child centred and coordinated approach to safeguarding ensuring that the welfare of children is **everyone's** responsibility. All staff members have an active role to play in safeguarding children and should consider at all times, what is in the best interest of the child. Everyone who comes into contact with the children has a role to play in identifying concerns, sharing information and taking prompt action. Roxeth Mead School recognises that early help provides the best outcome for a child who may be vulnerable or at risk of abuse. We seek to identify emerging problems and share this information with other professionals so that identified children can benefit from appropriate early interventions.

We aim to ensure that children who are vulnerable, at risk and have suffered or are likely to suffer significant harm are identified, and appropriate action is taken to keep them safe. Roxeth Mead has and will continue to develop a systematic approach to safeguarding children maintaining a clear framework for the identification and referral of suspected child abuse to the appropriate agency.

The members of the school staff are particularly well placed in their daily contact with the children to observe outward signs of abuse, changes in behaviour and failure to thrive recognising that abuse may be emotional, physical, sexual or through neglect. All staff members are fully cognizant of at least part one and Annex A in the statutory guidance *Keeping Children Safe in Education* (September 2016) and use the guidelines accordingly in their contact with and care of Roxeth Mead pupils.

We believe that children have a fundamental right to feel safe and protected from abuse. Therefore, at Roxeth Mead we aim to provide an atmosphere of trust in which the children feel secure and know that they will be listened to by the staff. The curriculum is designed to include opportunities to promote self-esteem, nurture well-being and empower the children to protect themselves.

It is designed to inform staff, parents, directors and volunteers of the school's responsibilities for safeguarding children. To enable all who are connected with Roxeth Mead to have a clear understanding of how these responsibilities are carried out.

In formulating this policy we have considered current legislation and guidance from the DfE with particular reference to the documents *Keeping Children Safe in Education* statutory guidance for schools and colleges (September 2016), *Working Together to Safeguard Children (Updated February 2017)*, the non-statutory advice *What to do if you're worried a child is being abused (March 2015)*, *Prevent Duty Guidance for England and Wales (July 2015)* and the child protection procedures set down by the London Safeguarding Children Board and the Children and Family Care of the London

Borough of Harrow. It incorporates, also, the regulations for the Early Years Foundation Stage. This policy and procedures are in line with the Harrow Safeguarding Children Board.

This safeguarding policy is part of a body of documents and policies which relate to the safeguarding responsibilities of the school and should be read in conjunction with the following: Safer Recruitment, Staff Code of Conduct, Internet Safety, EYFS, Missing Child protocols and procedures, Behaviour, Anti-Bullying, Health and Safety, PSHE, and Intimate Care.

This policy applies to all staff, directors and volunteers working in the school and visitors. Anyone of whom could be the first point of disclosure for a child.

The Responsibilities of the Directors and Senior Management:

The directors and senior management will comply with their duties under legislation and will ensure that the policies and procedures and training in the school are effective and comply with the law at all times. **The director with specific responsibility for the school's safeguarding arrangements is Mrs. Averil Collins.**

Safeguarding Policies

They will ensure that there are appropriate policies and procedures in place that are made available to all staff and volunteers in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This should include:

- An effective safeguarding policy
- A staff conduct policy which includes amongst other things – acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
- A copy of at least Part one and Annex A of KCSIE (September 2016)
- Information regarding the role of the Designated Senior Lead (DSL)

They will ensure that the safeguarding policy describes procedures that are in accordance with government guidance and refer to Harrow's locally agreed interagency procedures (MASH) put in place by the Harrow Safeguarding Children Board (HSCB), be updated annually and be available publicly on the school website.

The head teacher will ensure that the policies and procedures adopted by the directors will be followed by all staff.

The directors and senior management will have in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse and exploitation, Female Genital Mutilation (FGM) or radicalisation and to help prevent the risks of their going missing in future.

Designated Senior Lead (DSL)

They will appoint a DSL and deputy who will take lead responsibility for child protection and safeguarding. They will ensure that the DSL and deputy will liaise with Harrow children and family services and work with other agencies in line with *Working together to Safeguard Children*.

They will ensure that the DSL and deputy undergo formal training which is to be updated every two years to provide them with the knowledge and skills they require to carry out the role. This is to be supplemented by additional updating of skills and knowledge of safeguarding developments at regular intervals.

Inter-agency working

The directors and senior management, in line with the statutory guidance *Working together to safeguard children*, will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide support to children subject to child protection plans. They will allow access to Harrow's children's social care/MASH teams. This will include use of the Common Assessment Framework (CAF) and Team Around the Child (TAC) approaches.

The directors and senior management recognise the importance of sharing information between professionals and local agencies especially in identifying and preventing child sexual exploitation. They will ensure that the school's safeguarding arrangements take into account the procedures and practice of Harrow as part of the inter-agency safeguarding procedures set up HSCB reflecting protocols for assessment once a child is referred into Harrow children's social care. The school will supply information as requested by the HSCB.

Staff Training

The directors and senior management will ensure that all staff members undergo safeguarding and child protection training at induction in line with advice from the HSCB. This training will be regularly updated as required. In addition, all staff members should receive regular safeguarding and child protection updates as required, but at least annually to provide them with the relevant knowledge and skills to safeguard children effectively, recognise signs and symptoms of abuse and be aware of the appropriate procedures to follow. The directors will provide opportunities for staff members with expertise to share knowledge with colleagues and opportunities will be provided to contribute and shape the school's policy and procedures for safeguarding. Training will include:

- Interagency training at two yearly intervals for the DSL and her deputy
- Prevent training
- Regular safe guarding training for all members of staff to equip them to carry out their responsibilities for child protection effectively
- All newly appointed staff to receive a safeguarding induction. The contents of the induction will include copies of the Safeguarding policy, KCSIE part one and Annex A, the staff code of conduct and information on the role of the DSL as set out in KCSIE Annex B
- Making temporary and volunteer staff aware of the school's arrangement for safeguarding

Supportive Environment

The directors and senior management will create an environment where members of staff are able to raise concerns and feel supported in their safeguarding role. A culture of transparency and accountability will be promoted in relation to how concerns are received and handled and reflective practice will take place.

On line Safety

The directors and senior management will ensure that appropriate filters and monitoring systems are in place as set down in annexe C of *KCSIE* (September 2016).

Opportunities to teach safeguarding

The directors and senior management will ensure that children are taught safeguarding, including online through teaching and learning opportunities as part of a broad and balanced curriculum. This will take place in PSHE, Science and IT lessons, assemblies and at any other relevant opportunity that the staff deem appropriate to discuss keeping safe.

Safer Recruitment

The directors and senior management will ensure that people who pose a risk of harming children are prevented from working at the school. They will maintain a robust Safer Recruitment policy which will set out the school's statutory responsibilities ensuring that all staff members are thoroughly checked in line with statutory guidance and that peripatetic and volunteers are appropriately supervised.

Newly appointed staff will receive induction training on Safeguarding in line with HSCB advice to include Prevent and on-line safety.

Under the Childcare Act 2006 (March 2015, revised June 2016) the directors and senior management will not knowingly employ people if they or others who live or work in their household are disqualified. Ofsted will be informed if they are satisfied that a member of staff falls within one of the disqualification criteria.

The directors will ensure that all members of the board and management will receive the appropriate safeguarding training and be checked for a section 128 direction to prevent any person who is prohibited from participating in the governance or management of the school.

Allegations of abuse made against teachers, head teachers, volunteers and other staff

The directors and senior management, led by the director with specific responsibility for safeguarding, should ensure that there are procedures in place to handle allegations against teachers, head teacher, volunteers and other members of staff. Such allegations should be referred immediately to the LADO to discuss the nature and context of the allegation and agree a course of action including any involvement of the police. The Disclosure and Barring Service will be informed promptly if the person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. All details of the procedures regarding allegations made against members of staff can be found on pages 20 and 21 of this document.

The directors, senior management and any member of staff involved in the reporting will make every effort to maintain confidentiality and unwanted publicity.

Allegations of abuse made against other children – peer on peer abuse

The directors and senior management will ensure that the safeguarding policy includes procedures to minimise the risk of peer on peer abuse and the different forms it may take. The school recognises that abuse should never be tolerated and the procedures in this policy will set down how victims will be supported. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm that crosses the legal threshold, any such abuse will be referred to external safeguarding agencies as in line with the school's anti-bullying, behaviour and safeguarding policies and procedures. Appropriate counselling will be provided for the victims of the abuse.

Looked After Children

The directors and senior management will ensure, as the need arises, that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

Children with special educational needs and disabilities

The directors and senior management will ensure that the safeguarding policy reflects the additional safeguarding challenges that children with SEN and disabilities can face and that staff members are able to recognise the signs of abuse that these children may experience.

Early Years Foundation Stage

The directors and senior management will ensure that this policy and procedures reflects the statutory regulations for safeguarding in the EYFS as set down in KCSIE and the EYFS statutory framework. They will ensure that the DSL or her deputy inform Ofsted of any allegations of serious harm by any person working or looking after the children on the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and action taken in that respect. Ofsted will be informed as soon as is reasonably practicable, but at the latest within 14 days.

The directors and senior management will ensure that staff and volunteers do not use mobile phones, devices and cameras when in contact with the children in the Early Years setting.

Any suspicions or disclosures of abuse in the EYFS should be recorded and reported to the DSL as set out in the procedure and protocols in this document for informing the Children and Family Services.

The Role of the Designated Senior Lead (DSL) or her named deputy

The DSL has the ultimate lead responsibility in the school for child protection.

Manage referrals

The DSL is expected to:

- Refer cases of suspected abuse to Harrow children's social care as required and or with the LADO in relation to allegations against someone working in the school.
- Support staff who make referrals to local authority children's care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the police as required.
- Report to the police if she discovers an act of FGM appears to have been carried out.
- Report to the Local Authorities children missing education.

Work with others

- Liaise with the Safeguarding director to inform her of issues ongoing and police investigations.
- As required liaise with the 'case manager' at Harrow children's social care as stated in part four of *KCSIE* (September 2016) and the LADO in all cases which concern staff members
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies (MASH). Act as a source of support , advice and expertise for staff

Undertake training

The DSL and her deputy should:

- Have formal training in line with Harrow's locally agreed procedures to provide knowledge and skills required to carry out the role which should be updated at least every two years. Skills should be refreshed by obtaining access to resources and attendance of any relevant or refresher training courses at regular intervals as required, but at least annually.
- Undertake Prevent awareness training
- Understand the assessment process for providing early help as set out in the Harrow Children's Services Early Help Offer (EHO) through MASH
- Have a working knowledge of how Harrow Children's Services conducts a child protection case conference and a child protection review conference and be able to attend and contribute effectively when required to do so.
- Ensure that each member of staff has access to and understands the school's child protection policy and procedures especially new and part-time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Keep detailed, accurate, secure written records of concerns and referrals
- Encourage a culture of listening to children; taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

The DSL should:

- Ensure the school's safeguarding policies are known, understood and used appropriately
- Ensure the school's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementations are updated and reviewed regularly, and work with the directors regarding this.
- Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the HSCB to make sure staff are aware of training opportunities and the latest policies on safeguarding.

Child Protection File

- Where children leave the school, the DSL will ensure their child protection file is transferred to the new school as soon as possible. This will be transferred separately to the main pupil file and will be sent securely. Confirmation of receipt should be obtained.

Availability

- During term time the DSL or her deputy should always be available (during school hours) for staff to discuss any safeguarding concerns.

Responsibilities of Staff Members

All members of staff have a responsibility to protect children from abuse and if are made aware of or suspect child abuse should take immediate action as per the attached procedures and immediately inform the designated senior lead. Any member of staff may make a referral to the relevant external agencies.

If they have concerns about a child (as opposed to a child being in immediate danger) they should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking early help assessment.

Staff members should address issues and concerns in a sensitive manner.

A direct accusation of a possible criminal action by a member of staff or volunteer must be reported to the head Teacher the same day and without anybody else being informed. If the concerns are about the head teacher, then the Director with responsibility for safeguarding should be contacted.

Any member of staff at any time can refer independently a suspicion of abuse to the LADO or Children's Social Care on the golden number quoted on the front of this policy.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime and that these concerns will be taken seriously by the senior management.

Staff members who feel they cannot raise an issue with the DSL, senior management and directors or feel that their concerns are not being addressed effectively can contact the LADO, Children's Social Care or the NSPCC whistle blowing helpline help@nspcc.org.uk 0800 028 0285.

Staff members should ensure that they have made themselves familiar with at least part one and Annexe A of *Keeping Children Safe in Education (Sept 2016)*, the non- statutory guidance *What to do if you are worried that a child is being abused*, the contents of this policy and procedures and any safeguarding updates that they have been given by the DSL.

Staff should inform the DSL and Senior Management of any changes in personal circumstances that could disqualify them from working with children as set out in the statutory guidance *Disqualification under the Child Care Act 2006 (March 2015, revised June 2016)*. This would include disclosing details of those living or working in their households who are disqualified.

Parents and Carers need to be aware that should any member of staff suspect that a child might have been deliberately harmed or neglected by their parents/carer, the school has a duty to inform the Children's Social Care (Children's Access Team). It is then up to the Local Authority to decide on the best way of carrying out an investigation. The police have the right to speak with the child without parental consent when it is in the best interests of the child. They may do so on school premises or, as appropriate in special premises where a video may be made. They cannot take, however, a child off the school premises without the permission of the Head Teacher. When the police interview a child, a member of staff known to the child will provide support.

Arrangements for monitoring and evaluation

The Head Teacher will report to the Board of Directors annually on the implementation of the policy, identifying any necessary changes in approach which are deemed necessary.

Definitions of Abuse

Abuse can be defined as 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.

Definition of Physical Abuse:

Hitting, shaking, throwing, poisoning, burning or scalding, attempted drowning, suffocating or otherwise causing physical harm.

Staff should also be aware that Female Genital Mutilation (FGM) or to take a child abroad to have a procedure that involves the removal of the external female genitalia or injury to the female organs whether for cultural or non-therapeutic

reasons is an offence in the UK and is illegal under the Female Genital Mutilation Act 2003 as inserted by section 75 of the Serious Crime Act 2015 (Refer to London Safeguarding Children Board Protection Procedures, 2007 for further guidance). It is mandatory that all cases of FGM in girls under the age of 18 are reported to the Police

Note: If non-accidental injuries are observed or suspected no attempt at examination should be made and the child should never be asked to undress to disclose the injury; refer the matter in the first instance to the Designated Senior Lead.

Possible Signs of Physical Abuse

- Unexplained injuries or burns and scalds, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

Definition of Emotional Abuse

This is probably the most difficult type of abuse to recognise. It can be defined as persistent emotional maltreatment, for example conveying to a child that it is worthless, unloved or inadequate; serious bullying (including cyberbullying); not allowing a child to express opinions, ridiculing or deliberately silencing what the child says or how he/she communicates; the exploitation or corruption of a child; age or developmentally inappropriate expectations; interactions beyond the child's capability; overprotection; seeing or hearing the maltreatment of another for example domestic violence. The effects of witnessing domestic violence are

extremely damaging emotionally for the child. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Possible Signs of Emotional Abuse

- The child appears introverted, withdrawn and depressed
- Low self-esteem
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fearful of new situations
- Inappropriate emotional response to painful situations
- Neurotic behaviour (for example, rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating and lack of appetite

Definition of Sexual Abuse

Enticing or forcing a child to take part in sexual activities, whether or not the child is aware of what is happening; may include non-contact activities such as involving the child in looking at or producing pornographic material, watching sexual activity, sexting or encouraging children to behave in sexually inappropriate ways. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. **Working Together to Safeguard Children.**

Possible signs of Sexual Abuse

- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or regressive behaviours for example thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- No longer enjoys previously liked activities
- Reluctance to undress for PE lessons
- Becomes fearful of, or refuses to see certain adults for no apparent reason; shows dislike of a particular baby sitter, relative or other adult
- Draws sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness, or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Takes over the parental role at home; seems old beyond his/her years
- Developing an eating disorder
- Depression or suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Uses drugs or alcohol to excess
- Memory loss
- Frequent running away
- Restricted social activities
- Aversion to certain places, people or physical contact
- Has recurring nightmares and a fear of the dark
- Is unable to concentrate; seems to be in a world of his/her own
- Has a 'friend who has a problem' and proceeds to describe the abuse of said friend
- Sudden changes in school work habits, truanting
- Anxious and withdrawn
- Outbursts of anger or irritability
- Unexplained sums of money
- Acts in a sexually inappropriate/harmful or seductive way towards others

Definition of Neglect

Persistent failure to meet a child's physical and/or psychological needs. Neglect may occur during pregnancy as a result of maternal substance abuse. Neglect can include:

- Failure to provide adequate food and clothing
- Failure to provide shelter (including exclusion from home or abandonment)
- Failure to protect a child from physical and emotional harm

- Failure to ensure adequate supervision
- Failing to provide medical treatment
- Failing to provide for emotional needs

Possible signs of Neglect

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing unkempt and in a poor state of repair
- Frequent lateness or absence from school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies
- Neurotic behaviour
- Chronic running away
- Scavenging for food or clothes

Definition of Bullying

Working Together to Safeguard Children defines bullying as: deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves; for example, physical, verbal or emotional bullying. In the extreme, bullying can cause significant harm, including self-harm. For children with SEND staff members should be aware of their particular vulnerability.

Possible Signs of Bullying

- Physical injuries, the result of hitting, kicking etc.
- Constantly 'losing items' that have, in reality, been stolen or extorted
- Poor self-esteem due to racist or homophobic remarks, name calling or other forms of humiliation.
- Social isolation
- Fearfulness
- Self-harm
- Reluctance to participate in certain activities

Specific safeguarding issues of which staff should be aware

- Child sexual exploitation (CSE)
- Cyber bullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Gangs and youth violence
- Gender based violence/violence against women and girls (VAWG)
- Homophobic abuse
- Honour based violence which includes Female Genital Mutilation (FGM) and Forced Marriage
- Mental health
- Peer on peer abuse
- Peer sexual abuse
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking
- Frequent running away
- Child Missing from Education (CME)
- Verbal Abuse otherwise known as banter

Expert and professional organisations are best placed to provide up-to-date guidance and practical support for specific safeguarding issues and can be accessed via the GOV.UK website and the NSPCC.

In addition to all the above signs a child may disclose an experience which he/she may have been harmed, or situation which there may be cause to believe that a child may be suffering harm.

It is important to be aware that a child may not disclose that he/she is being abused, for some of the following reasons:

- Fear
- Threats
- Fear of punishment
- Guilt or shame
- Lack of vocabulary

- Not understanding that an action against them is abusive
- Lack of trust
- Fear about the implications of disclosing abuse
- Considers the abuse to be “normal behaviour”

Adults who have heard a disclosure of abuse must be receptive and not dismiss the allegation because they believe that it is not possible, the child is imagining or lying about the situation; or is not able to understand if the communication is non-verbal.

Staff must be alert to situations where a child may be the abuser.

Procedures

If any member of staff is concerned about a child being in danger he or she must act immediately by informing the Designated Safeguarding Lead, but can refer a child independently to Children and Social Care if necessary.

When staff become aware of cases of female genital mutilation (FGM) it is mandatory under the Serious Crime Act for professionals (including teachers) to report known case of FGM to the police (call 101). For further advice contact the NSPCC FGM Helpline 0800 028 3550 or email fgmhelp@nspcc.org.uk . In these situations, the DSL or her deputy will be informed and that the member of staff has called the police to report suspicion that FGM has happened. At no time will staff examine pupils to confirm this.

Staff with concerns about a child’s welfare or behaviour should seek advice from the DSL in setting-up an early help assessment to address promptly any emerging difficulties that are having a negative effect on a child’s welfare.

Staff should be make themselves familiar with the guidelines set down in the documents **Keeping Children Safe in Education** (September 2016) and **What to Do if You’re Worried a Child is Being Abused** (March 2015). Each member of staff will have a personal copy of these documents issued to them by the Designated Senior Lead.

The staff member must record information regarding the concerns on the same day. The record keeping must be a clear, factual account of the observations. Staff should be aware of maintaining confidentiality regarding the records and details kept of a reported case of abuse.

All staff will abide by the Staff Code of Conduct and be familiar with the Intimate Care Policy to ensure that all procedures for Safeguarding are followed.

The DSL will report to the Children's Access Team or LADO (in cases of allegations or suspicions against staff) even if the school is in doubt and wishes to seek further advice. If it is decided that a referral is to be made to the Children and Family Services this will be done with prior discussion with the parents, unless to do so would place the child at further risk or harm.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.

Indicators that should raise concern

All staff and volunteers should be aware of the following:

- Physical abuse
- Emotional abuse
- Sexual Abuse to include sexting and online sexual activity
- Child Sexual Exploitation
- Honour Based violence which includes Female Genital Mutilation and Forced Marriage
- Child Missing from Education
- Neglect
- Bullying
- Verbal abuse otherwise known as banter
- Vulnerability of SEND pupils to bullying
- Radicalisation
- Fabricated or Induced Illness (FII)

as defined in the statutory guidance *Keeping Children Safe in Education* (September 2016) and *Prevent Duty Guidance in England and Wales* (July 2015) which might lead the member of staff to consider the possibility of abuse and discussing it with the Designated Safeguarding Lead.

Staff members will make themselves familiar with the non-statutory guidance from DfE *The Prevent Duty, Departmental advice for schools and childcare providers* (June 2015) and *Promoting fundamental British Values as part of SMSC in Schools* (November 2014) to provide advice on recognising signs of radicalisation and to enable staff to foster an

environment which provides resilience to the threat of radicalisation and teaches the children how to keep safe.

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm.

Generally, in an abusive relationship the children may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to the child's age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness.
- Appear wary of adults and display 'frozen watchfulness'

Dealing with a Disclosure

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
 - Accept what is being said
 - Allow the child to talk freely
 - Reassure the child, but not make promises which it might not be possible to keep
 - Not promise confidentiality-it might be necessary to refer to the local Children and Family Services
 - Stress that it was the right thing to tell
 - Not criticise the alleged perpetrator
 - Limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the pupil by making suggestions or asking questions that introduce their own ideas about what may have happened
 - Stop asking any more questions as soon as the pupil has disclosed that he or she believes that something abusive has happened to him or her, or to someone else
 - Tell the pupil what has to be done next explaining who will be told in order to follow the problem through
 - Ask the pupil what steps he or she would like to be taken to protect them now that they have made an allegation, and assure that the School will try to follow, if possible, his or her wishes
 - Make a written record (see Record Keeping)
- Pass the matter immediately, with all the relevant details, to the Designated Safeguarding Lead.

Allegation of abuse to the Designated Senior Lead or Chair of Directors (Whistle blowing)

All staff members have a responsibility to speak up about Safeguarding matters within the school and to external agencies where necessary. *Keeping Children Safe in Education* (September 2016) stresses the importance of early intervention when there is a suspicion of child abuse taking place. Staff members have an obligation to ensure that they take responsibility to report promptly.

Concerns regarding other members of staff and volunteers, staff must inform the Designated Senior Lead. If the allegations of abuse concern the Head Teacher who is also the school DSL the informant will approach the Chair of Directors Mrs. Averil Collins without informing the Head Teacher.

Staff can inform external agencies independently of the school or use the NSPCC whistle blowing helpline.

A written record should be made of the allegation using the informant's words-including time, date and place where the alleged incident took place, what was said and anyone else present. This record should be signed and dated.

All allegations should be referred to the LADO for advice before any investigation takes place and within one working day. In borderline cases, these discussions can be held informally and without naming the individual.

All staff should be aware of placing themselves in situations that leave them vulnerable to allegations of abuse. They should take responsibility for their actions and should work in an open and transparent way.

All teachers, volunteers and directors, as stated in the staff code of conduct document, should ensure that personal mobile phones, computers and cameras are not be used when in contact with the children. This will prevent a possible situation where a staff member could be vulnerable to accusations of using photographs of children for personal or indecent use.

Action to be taken by Designated Senior Lead (DSL)

The DSL on receiving information of an allegation of abuse must:

- Take any further steps needed to protect any pupil involved from risk of immediate harm
- Not interview or investigate the allegation further, but if it is a clear case of possible abuse, refer the matter, within twenty-four hours, to the LADO at the local Children

and Family Care Department. The referral should be made by speaking personally with the Children and Family Care manager; reliance should not be placed on leaving a message. A telephone referral should be followed up in writing within forty-eight hours

- Consult the Children and Family Care Child Protection Team Manager (or deputising officer) and follow the advice given about contacting parents, other staff, police, doctor or alleged perpetrator or witness direct. Agree with the Team Manager any necessary steps in relation to:
 - a. Informing a pupil's parents
 - b. Medical examination or treatment for the pupil
 - c. Immediate protection that may be needed for any pupil who has been the victim of abuse
 - d. Informing other members of staff of the allegation and its investigation
 - e. Informing the pupil or adult who made the initial allegation of what the next steps are to be, having agreed these with the Team Manager
 - f. If necessary, suspend from duty, pending investigation, any staff member or volunteer who is alleged to be the abuser.
 - g. Make arrangements where feasible for any pupil who has been the subject of abuse to receive counselling and support by agreement with his or her parents where appropriate
 - h. In some cases, it will be necessary to refer the case to the Disclosure and Barring Service (DBS) for consideration of including the person on the DBS barred lists. The school has a commitment to report promptly to the DBS any person whether employed, contracted, a volunteer or student, whose services are no longer used for regulated activity at Roxeth Mead School and the DBS referral criteria are met, that is they have caused harm or posed a risk of harm to a child and who have been removed from working (paid or unpaid) with children, or would have been removed had he or she not left earlier. Compromise agreements cannot be used to prevent a referral being made to the DBS. The report will include evidence about the circumstances of the case as possible. The directors will respond to any requests from the DBS for information they hold.
 - i. Consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed or would have been dismissed had he/she not resigned and a prohibition order may be appropriate because of unacceptable professional conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence.
- Offer support to the member of staff/volunteer who seeks help having experienced the stressful situation of dealing with a disclosure from a child
- Ensure that the person who is the subject of the allegation is kept informed of the progress of the case and consider what support is appropriate for the individual. If,

the person is suspended because it is considered that children are at risk of significant harm she/he will be kept informed about developments at work. If the person is a member of a union/professional association she/he should be advised to contact that body at the outset.

Note If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take account of the fact that teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances (Refer to *Use of Force to Control or Restrain Pupils* issued in July 2013)

Unfounded or Malicious Allegations

If an allegation is unfounded or malicious the child concerned will be considered by the Child Protection Team Manager/ Officer to be in need of services as he/she may have been abused by someone else. In the rare event that an allegation is shown to have been deliberately invented or malicious, the head teacher should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate if he/she is not a pupil.

Missing Children

A child going missing from education particularly on repeat occasions is a potential indicator of abuse, child sexual exploitation, neglect, forced marriage, FGM or radicalisation. The DSL will notify the Local Authority of all children who fail to attend school regularly without the school's permission for a continuous period of 10 days or more.

Confidentiality

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers and directors in the school

- All staff, both teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children and Family Services and the Police)
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality-instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

- In the case of an allegation against a member of staff every effort should be made to maintain confidentiality and guard against unwanted publicity while it is being investigated. These restrictions apply up to the point where the accused person is charged with an offence or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

Record Keeping

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation
- Not destroy the original notes in case they are needed in court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or injury
- Staff must only view parts of the child's body which are normally visible
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer. Staff members should be aware of the importance of maintaining confidentiality regarding any notes taken or details of a case they have reported.

Discussions with the LADO recording any allegation regarding staff should be recorded in writing and any communication with both the individual and the parents of the child/children agreed.

to be aware that a child may not disclose that he/she is being abused, for some of the following reasons:

- Fear
- Threats
- Fear of punishment
- Guilt or shame
- Lack of vocabulary
- Not understanding that an action against them is abusive
- Lack of trust
- Fear about the implications of disclosing abuse
- Considers the abuse to be "normal behaviour"

Adults who have heard a disclosure of abuse must be receptive and not dismiss the allegation because they believe that it is not possible, the child is imagining or lying about the situation; or is not able to understand if the communication is non-verbal.

Staff must be alert to situations where a child may be the abuser.

Policy Updated on	November 2017
Policy Approved by	Averil Collins, Chair of Directors and Alison Isaacs, Head Teacher
Date of next review	July 2018

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