



Safeguarding Policy

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Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of different types of abuse and follow our procedures to ensure that children receive effective support, protection and justice.

Introduction

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Greenwich Safeguarding Children's Board (GSCB) and locally agreed procedures.

South Rise Primary School takes seriously its responsibility to protect and safeguard the children in its care and follows the guidance of "Working Together to Safeguard Children March 2013" and "Keeping Children Safe in Education" (2015), Section 175 of the Education Act, 2002 which states;

"Requires governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children."

Regulations made under s157 state proprietors of independent schools (which include Academies and Free schools) must make arrangements to safeguard and promote the welfare of pupils.

1 Purpose and Aims

- 1.1 South Rise Primary School fully recognises its responsibilities for safeguarding children including those in need of protection.
- 1.2 Our policy applies to all staff, governors and volunteers working in the school.
- 1.3 There are five main elements to our policy:
 - Ensuring we practice safe recruitment in line with national legislation by using at least one suitably trained recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures
 - Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
 - Ensuring a suitably trained workforce, developing and then implementing robust procedures for identifying and reporting cases, or suspected cases, of abuse
 - Supporting pupils who have been abused in accordance with his/her agreed child protection plan
 - Establishing a safe environment in which children can learn and develop.
- 1.4 We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Include opportunities across the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

2 Statutory Framework

2.1 In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989 & 2004
- The Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Keeping Children Safe in Education (Sept 2016)
- Dealing with Allegations of Abuse Against Teachers and Other Staff
- Working Together to Safeguard Children (March 2015)
- Procedures set out by the Greenwich Safeguarding Children Board.

2.2 More specifically, we will:

- Ensure we have a Designated Safeguarding Lead, (Catherine Keel, Assistant Head Teacher) for child protection, and Deputy Designated Safeguarding Leads, (Katy Taylor and Hazel Brown, Head Teacher), for child protection, who have received appropriate training and support for their roles;
- Ensure we have a nominated governor, (Susan Skidmore), responsible for child protection;
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name and role of the Designated Safeguarding Lead;
- Have a comprehensive induction policy in place specifically outlining South Rise's Safeguarding/CP policy; the staff code of conduct and role of the DSL;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead and have signed to say they have read Keeping Children Safe in Education (September 2016) Part 1 and Annex A;
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus/website;
- Notify Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a Child Protection Plan;

- Contact the child's social worker directly if there is an unexplained absence of a child who is Looked After. This may then trigger actions identified in the "Joint Police and Social Care Protocol for Dealing with Children Missing from Care";
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences;
- Keep detailed, accurate, secure written records of concerns about children, even where there is no need to refer the matter immediately;
- Ensure all safeguarding and child protection records are kept securely, separate from the main pupil file, and in locked locations (this could be electronic secure storage);
- Follow the procedures set out in section 14 of this document, if an allegation is made against a member of staff or volunteer;
- Ensure safer recruitment practices are always followed.

3 Safeguarding Training

- 3.1 All staff members will receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 3.2 The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The designated safeguarding lead will undertake Prevent awareness training. In addition to the formal training, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.
- 3.3 Any newly appointed DSL will attend the GSCB 'Working Together to Safeguard Children' training and the local DSL training before taking lead responsibility for safeguarding. The Deputy DSLs, Katy Taylor and Hazel Brown, will take a leading role on safeguarding for the short time that the DSL is waiting to receive training.
- 3.4 The designated Governor for Safeguarding and Child Protection, Susan Skidmore, will undertake governor safeguarding training annually.
- 3.5 The DSL will retain a training record indicating the attendance at safeguarding training so that absent staff can receive an update on their return. Additionally the DSL will retain a record showing staff have read Keeping Children Safe in Education (September 2016) Part 1 and Annex A.
- 3.6 All new members of staff will receive child protection training as part of their induction programme and specifically on Keeping Children Safe in Education (KCSiE) Part 1 and Annex A

- 3.7 Briefings and updates on child protection and safeguarding procedures will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy or in the national guidance materials as they occur.
- 3.8 At least one member of every appointments panel will have gained accreditation through Safer Recruitment training (statutory requirement). The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post. (Royal Borough of Greenwich recommends this is updated every 5 years.)
- 3.9 Record of training (summary)

	Teacher or member of staff name	Date of Training
Designated Safeguarding Lead	Catherine Keel Sophie Powell Hazel Brown	October 2017 October 2016 October 2016
Deputy DSL	Katy Taylor	October 2016
DSL Looked after Children	Hazel Brown/ Catherine Keel	December 2017 (network meeting)
Safer Recruitment	Hazel Brown Sophie Powell	September 2014 March 2015
E-safety training-Sexting in Schools	Katy Taylor	February 2017
Annual Safeguarding/CP training	Whole school – including TA's, Premises, Admin staff	September 2017
Safeguarding – Honour Based Violence (FGM, Forced Marriage etc)	Whole school	September 2017
Child Sexual Exploitation (CSE)	Whole school	September 2017
Prevent	DSL/Deputy DSL	September 2016
Prevent on-line training	All staff	September 2016
Extremism awareness	Whole school	September 2017
E-Safety training	Whole school Refresher for staff /survey	September 2017 September 2017

First Aid	EYFS Annette Whitby Claire Emmett Amber Arnfield KS1 Kelly Whelan KS2 Zoe Overington Huma Shabaz Amanda Adshead Other Beth Tanton-SENCO Gil Mayes-After school club Justine Steptoe Catherine Keel	Oct 2017- Oct 2018 Sep 2017-Oct 2020 Sep 2017- Oct 2020 July 2015 (training January 2018) Sep 2017-Oct 2020 (training January 2018) Mar 2017-Feb 2020 Oct 2017-Oct 2020 June 2018 March 2017-Oct 2019 Oct 2019 Mar 2017-Mar 2020
Positive Handling (physical restraint)	Hazel Brown Sophie Powell Michelle Warman Sarah Martin Catherine Keel Kerry May Renee Wheeler Felicity Hardie	November 2017 November 2017 November 2107 January 2017 January 2017 July 2017 January 2017 November 2017

4 The Head Teacher's Roles and Responsibilities re: Safeguarding

4.1 In line with the statutory guidance (2016), the Executive Head Teacher, Sophie Powell and the Head Teacher, Hazel Brown, will ensure that systems and procedures to ensure all staff understand their role in safeguarding and promoting the welfare of children. The Head Teacher /Executive Head Teacher will ensure:

- The policies and procedures adopted by the governing body or proprietor are fully implemented, and followed by all staff;
- A clear and concise job description is in place for the DSL and that the DSL is a senior member of the School Leadership Team;
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies, where appropriate.
- There are arrangements in place for DSL availability to cover any out of hours or out of term time activities taking place.

5 The Designated Safeguarding Lead (DSL) for Child Protection's Roles & Responsibilities

5.1 Broad areas of responsibility proposed for the DSL for child protection.

- Recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral to other agencies;
- Refer cases of suspected abuse or allegations to the relevant statutory agencies (children's social care or the police);
- Act as a source of support, advice and expertise to staff within the educational establishment when deciding whether and when to make a referral to relevant statutory agencies;
- Seek advice from and share information with relevant statutory agencies before seeking consent or informing parents of a referral. Where practicable, concerns should be discussed with the family and agreement sought for a referral to children's services unless this may, either by delay or the behavioural response it prompts, place the child at risk of significant harm. Liaise with the head teacher or principal (where the role is not carried out by the head teacher or principal) to inform him or her of any issues and ongoing enquiries under section 47 of the Children Act 1989 and police investigations and ensure there is always cover for this role;
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as the Royal Greenwich Early Help Guidance;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns about children's safety and welfare immediately they arise;
- Ensure all staff are aware of the guidance 'What to do if you're worried a Child is being Abused';
- Feedback and reassure staff who have raised a child protection concern;
- Be able to keep detailed, accurate, secure written records of referrals and/or concerns;
- Maintain an up-to-date awareness of safeguarding developments and distribute these as appropriate to all staff in line with advice from the Greenwich Safeguarding Children's Board (GSCB);
- Ensure the establishment's child protection policy and procedures are updated and reviewed annually and work with the governing body, management committee or proprietor regarding this;
- Ensure parents can see copies of the child protection policy and procedures which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of the establishment in this;
- Where children leave the establishment ensure their child protection file is provided for

any new establishment as soon as possible but transferred separately and securely from the main pupil file;

6 The Governing Body's Roles & Responsibilities re Safeguarding

6.1 Keeping Children Safe *in Education* (September **2016**) provides the following statutory guidance:

Safeguarding arrangements that schools and FE colleges should have in place

Governing bodies and proprietors are accountable for ensuring their school has effective policies and procedures in place in accordance with this guidance and for monitoring their school's compliance with them. They should ensure that an appropriate Safeguarding member of staff is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff liaising with the local authority and working with other agencies.

6.2 In light of this statutory guidance the Governing Body will nominate a governor who will be responsible for Safeguarding and Child Protection and will liaise with the **DSL** on matters relating to Safeguarding and Child Protection.

6.3 The Governing Body will ensure that:

- The school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed interagency procedures, and the policy is made available to parents on request;
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- A senior member of the school's leadership team is designated to take lead responsibility for dealing with safeguarding and child protection issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies;
- In addition to GSCB training (every two years) the Designated Safeguarding Lead will undertake training in inter-agency working.

The Executive Head Teacher/Head Teacher and all other staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively. Also that all temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities;

An appropriate whistleblowing policy/procedure is in place and is reflected in staff training and staff behaviour policies (code of conduct) to encourage any staff member or volunteer to report concerns regarding safeguarding practice in school.

- Executive Head Teacher/ Head Teacher remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to his/her attention;

- A member of the governing body (usually the chair) is nominated to be responsible for liaising with the Designated Officer (DO) in the event of allegations of abuse being made against the Headteacher (Contact details of the D.O. are given in section 14.7); and
- The Governing Body reviews the child protection policy and procedures (at least) annually.

7 The Role & Responsibilities of all Staff within School

- 7.1 All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- 7.2 Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- 7.3 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff are aware of the additional barriers in identifying possible abuse and neglect in these children. They recognise the need to:
- explore the reasons for changes in behaviour, mood and injury rather than assume it is related to the child's disability;
 - understand that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
 - overcome the barriers and difficulties in communication with these children.
- 7.4 All staff will ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns. This means that they must:
- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse;
 - Recognise that peer on peer abuse must be taken seriously and appropriately reported;
 - Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour;
 - Read carefully any documentation provided by the DSL to update their safeguarding training.
- 7.5 It is recognised that a child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore important that **all** the staff is aware of the signs and behaviour which **may** indicate abuse (see section 9 and Appendix 1).
- 7.6 All staff and volunteers have a duty to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

8 Royal Greenwich Early Help Guidance

- 8.1 Royal Greenwich Early Help Guidance supports children and families with emerging needs and promotes a shared responsibility to facilitate significant and sustained change in children's lives, building resilience, preventing and protecting children from harm. Early help is focused developing and breaking intergenerational cycles of poverty through working with children's parents/carers and families.

Professionals should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs
- is a young carer
- is showing signs of engaging in anti-social or criminal behaviour
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence
- is showing early signs of abuse and/or neglect.

Further information can be found from:

www.greenwichsafeguardingchildren.org.uk

Early Help consultation line 0208 921 4590 1- 4pm

Early-help-refer@royalgreenwich.gov.uk

Early Help preventions directory available on the GSCB website

9 When to be concerned

- 9.1 All staff and volunteers must be aware that the main categories of abuse are:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

- 9.2 All staff and volunteers must act in accordance with this policy if a child he/she presents with indicators of abuse (see Appendix 1 for details).

10 Dealing with a Disclosure/Reporting concerns See (Appendix 2 flowchart)

- 10.1 If any member of staff has a concern about a particular child in their care, they must immediately report their concerns to, and seek advice from the Designated Safeguarding Lead, or in their absence, the Deputy Designated Safeguarding Lead. Staff must provide

the DSL with a signed and dated written record of their concerns. If necessary staff are also able to report directly to Children's Social Care via the Multi Agency Safeguarding Hub (MASH) Tel 0208 921 3172) and/or police if the child is in immediate danger or at risk of harm.

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

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light
- Listen to what is being said without displaying shock or disbelief
- Do not make false promises which may not be able to be fulfilled and do not promise confidentiality
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify. Ask open questions such as "Tell me, and How did that happen"
- Not criticise the alleged perpetrator
- Reassure the child that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Explain what has to be done next and who has to be told
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of disclosure
- Speak with the **Designated Safeguarding Lead** for Child Protection, (Catherine Keel), and provide her with the signed, dated written record, using the single concern form, without delay.

10.3 The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.

10.4 Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.

10.5 When the **Designated Safeguarding Lead** Catherine Keel, or in her absence, the Deputy **Designated Safeguarding Leads**, Katy Taylor or Hazel Brown, has been informed, she will make the decision whether or not to refer the concern to Social Care. The Multi Agency Safeguarding Hub (MASH) will be consulted when there is uncertainty about whether to refer.

**MASH Consultation Line Tel- 0208 921 2267 or contact LADO/
The Greenwich Safeguarding Coordinator for Schools on
0208 921 4438.**

- 10.6 Referrals will be made as soon as possible by telephone **and the appropriate forms completed and sent at the same time**. Referrals to Children's Social Care must be made to the Multi Agency Safeguarding Hub (**MASH**) Tel 0208 921 3172 (see contact details below)

**Multi Agency Safeguarding Hub
Children's Services'
Safeguarding and Social Care, 1st Floor
The Woolwich Centre,
Wellington Street,
Woolwich, London
SE18 6HQ**

- 10.7 Additional referral guidance is provided in Appendix 2

11 Confidentiality

- 11.1 Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in school. All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals.
- 11.2 If a child discloses to a member of staff/volunteer and asks that the information is kept secret, it is important that the member of staff/volunteer tells the child in a manner appropriate to the child's age / stage of development that they cannot promise complete confidentiality – instead he/she must explain that he/she may need to pass information to other professionals to help keep the child or other children safe.
- 11.3 Staff / volunteers who receive information about children and their families in the course of their work shall share that information only within appropriate contexts.

12 Communication with Parents

- 12.1 Parents and carers will be made aware of the school/service policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care. It will be made clear that this is a legal obligation and not a personal decision.
- 12.2 The Governing Body makes this policy available to parents, carers and children through the school website. A hard copy is also available on request.

13 Record Keeping

- 13.1 All concern forms/body maps and chronology sheets should be signed and dated. They should together provide an accurate factual account of the concern and action taken by the school.**

- 13.2** The completed forms/records will be kept for the duration of the child's school career and where a child changes school the forms/records will be forwarded to the Link Teacher at the receiving school. The school will retain a receipt for the records signed by the receiving school.
- 13.3** The information contained will be regarded as confidential. Any request for access to the information by non-Greenwich Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent) will be referred to the Head teacher/Child Protection Designated Safeguarding Lead who is advised to seek legal advice before acting.
- 13.4** Record keeping at School
- All records of concern and multi-agency involvement should be kept separate from the child's academic records. They must be kept securely with access only for the DSL, Deputy DSL's and Head Teacher.
 - The procedures outline above (Section 10.1) should be followed
- 14** Dealing with Allegations against School Staff (see also Keeping Children Safe in Education September 2016 part 4 for further details also flowchart in Appendix 2)
- 14.1** An allegation is any information which indicates that a member of staff /volunteer may have:
- Behaved in a way that has, or may have, harmed a child
 - Possibly committed a criminal offence against or in relation to a child
 - Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.
 - Behaved in a way contrary to the Staff code of conduct
- 14.2** This applies to any child the member of staff / volunteer has contact with in their personal, professional or community life.
- 14.3** To reduce the risk of allegations, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document, *'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.'*
- 14.4** Any allegation should be reported immediately to the DSL or Head Teacher (unless the allegation concerns the Head Teacher see 10.10 below). S/he should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality must not be promised and the person must be advised that the concern will be shared on a "need to know" basis only.
- 14.5** Actions to be taken include making an immediate accurate, written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record must be signed and dated.
- 14.6** The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.
- 14.7** The Head Teacher will not investigate the allegation itself, or take written or detailed

statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO) for Education, who is Ken Palmer (0208 921 4438) or Winsom Collins (0208 921 4472)

- 14.8 If the allegation meets any of the four criteria set out in section 14.1 then the Head Teacher shall contact the LADO (Education) without delay, and provide the LADO with written confirmation of the allegation.
- 14.9 The Head Teacher shall, as soon as possible, following briefing from the LADO inform the subject of the allegation.
- 14.10 If there is an allegation or concerns raised against the Head Teacher, then the Chair of Governors will be contacted. The Chair of Governors for this school is:

Susan Skidmore

020 8855 1050

- 14.11 In the event of allegations or concerns against the Head Teacher the Chair of Governors (or the Vice Chair Judith Pemberton j.pemberton@btinternet.com) will contact the LADO, whose contact details are given in 14.7 above.
- 15 Allegations concerning other children
- 15.1 This policy recognises that children are capable of abusing their peers. Staff are aware that any allegations will be investigated appropriately by reporting concerns to the DSL and will never be tolerated or passed off as “banter” or “part of growing up”. Any form of inappropriate touching or evidence of ‘initiation procedures, sexting” (or other inappropriate use of new technology) will be robustly followed up.
- 15.2 Victims of peer on peer abuse will be supported as for any other form of abuse and in their best interests.
- 15.3 Peer on peer abuse can manifest itself in many ways. The curriculum provides opportunity for the school to help children safeguarding themselves from new technology and through learning about personal safety. (See also ICT policy, curriculum policy and equalities policy.)
- 15.4 The children have E-safety training annually and are given key information from CEOP and other online safety sites.

16 Monitoring & Evaluation

The responsibility for ensuring that the Safeguarding/Child Protection Policy and procedures are in place, available to parents and reviewed annually lies with the Governing Body. This policy will be reviewed in line with the timescale and details set out on the front cover.

17 List of related policies/procedures

Anti-bullying policy
Child Protection
Medical Needs
E-safety policy
ICT policy
Acceptable use agreements
Behaviour policy
Equalities policy
Asthma
Whistleblowing
Safer Recruitment in schools
Induction policy
Drugs in school
Staff Code of Conduct (staff behaviour policy)
CSE
Photography policy
Female Genital Mutilation (FGM)
Forced Marriage
Intimate care policy
Positive handling/ Physical restraint
Sex and Relationships Education Policy (SRE)
Attendance
Health and Safety
Curriculum policy

Appendix 1: Types and Indicators of Abuse

Appendix 2: Record Keeping and Referral Guidance

Appendix 3: Body Map

Appendix 4: Keeping Children Safe in Education

Appendix 5: Greenwich Referral Form

Appendix 6: Actions Where There Are Concerns About a Child

Appendix 7: D.O. flow chart

APPENDIX 1: Types and Indicators of Abuse

NB. This guidance is provided as a useful reminder of the types and indicators of abuse but should always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration

There are four categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- ☐ Physical Abuse
- ☐ Emotional Abuse
- ☐ Sexual Abuse
- ☐ Neglect

Definitions of child abuse

'Child Abuse and neglect' is a generic term encompassing all ill treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development. Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm. Abuse can occur in a family, an institutional or community setting **by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children (Peer on Peer Abuse).**

There are 4 broad categories of abuse which are used for the purposes of registration. These categories overlap and an abused child may suffer more than one type of abuse.

1. Physical Abuse

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. It may also be caused when a parent or carer feigns the symptoms or deliberately causes ill health to a child (now described as 'fabricated or induced illnesses').

2. Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to the child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations
 - **Serious bullying (including cyberbullying)**
- Causing children to feel frightened or in danger e.g. witnessing domestic violence
- Exploitation or corruption of children. Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts. It may also include non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

4. Neglect

Neglect involves 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 and development. This may involve failure to provide adequate food, shelter or clothing; failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at - [Mandatory reporting of female genital mutilation procedural information](#).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#)

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Honour Based Violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with

police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see FGM section).

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

Child Missing in Education (CMiE)

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. All schools must inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to remove a pupil from its register for any of the five grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to

identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Private fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a **private arrangement made between a parent and a carer**, for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). To help keep children safe and support families, all parents and private foster carers must **notify the Local Authority** of care arrangements for children so they can ensure a child is well cared for. If you suspect a child may be being privately fostered without formal arrangement it is important you share this information in case a child is at risk of harm.

Extremist ideology, radicalisation and terrorism

Children and young people can suffer harm when exposed to an extremist ideology which may be social, political or religious in presentation. This harm can range from a child adopting or complying with extreme views which limits their social interaction and full engagement with their education, to children being groomed for involvement in violent actions.

Children can be exposed to harmful, extremist ideology through the impact of extreme beliefs held by relatives/family friends who live with the child, or relatives/family friends who live outside the family home but have influence over the child's life. Older children or young people might self-radicalise over the internet or through the influence of their peer network - in this instance their parents might not know about this or feel powerless to stop their child's radicalisation.

Please see our separate Radicalisation Policy

Indicators of Neglect

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused.

- ☐ Constant hunger
- ☐ Poor personal hygiene
- ☐ Constant tiredness
- ☐ Poor state of clothing
- ☐ Emaciation
- ☐ Frequent lateness or non-attendance at school
- ☐ Untreated medical problems
- ☐ Destructive tendencies
- ☐ Low self esteem
- ☐ Neurotic behaviour
- ☐ No social relationships
- ☐ Running away
- ☐ Compulsive stealing or scavenging

Indicators of Sexual Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- ☐ Sudden changes in behaviour or in school performance
- ☐ Displays of affection in a sexual way, inappropriate to age

- ☐ Tendency to cling or need reassurance
- ☐ Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- ☐ Complaints of genital itching or pain, or anal pain
- ☐ Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- ☐ Unexplained gifts or money
- ☐ Depression and withdrawal
- ☐ Apparent secrecy
- ☐ Bedwetting, daytime wetting and/or soiling
- ☐ Sleep disturbances, nightmares
- ☐ Chronic illness, e.g. throat infection, venereal disease or other STD * Anorexia, bulimia
- ☐ Unexplained pregnancy
- ☐ Fear of undressing, e.g. for sport
- ☐ Phobias or panic attacks

Indicators of Emotional Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- ☐ Physical and/or mental and/or emotional development lags
- ☐ Admission of punishment that appears excessive
- ☐ Over-reaction to mistakes
- ☐ Continual self-deprecation
- ☐ Sudden speech disorders
- ☐ Fear of new situations
- ☐ Inappropriate emotional responses to painful situations
- ☐ Neurotic behaviour e.g. thumb sucking, hair twisting, rocking
- ☐ Self-mutilation
- ☐ Fear of parents being contacted
- ☐ Extremes of passivity or aggression
- ☐ Drug/solvent abuse
- ☐ Running away
- ☐ Compulsive stealing or scavenging

Indicators of Physical Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- ☐ Unexplained injuries including burns, particularly if they are recurrent
- ☐ Improbably excuses given to explain injuries
- ☐ Refusal to discuss injuries
- ☐ Untreated injuries
- ☐ Admission of punishment which seems excessive
- ☐ Bald patches
- ☐ Withdrawal from physical contact
- ☐ Arms and legs covered, even in hot weather
- ☐ Fear of returning home
- ☐ Fear of medical help
- ☐ Self-destructive tendencies
- ☐ Aggression towards others
- ☐ Running away

Indicators of Female Genital Mutilation (FGM)

- Holiday requests made to school for significant lengths of time (Pre warning)
- Long periods of time away from the classroom with bladder or menstrual problems, avoidance of P.E.
- Difficulty walking, sitting or standing
- Prolonged absences from school
- Noticeable behaviour changes
- Withdrawal
- Depression
- Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain

Indicators of Child Sexual Exploitation (CSE)

- **Children who appear with unexplained gifts or new possessions;**
- **Children who associate with other young people involved in exploitation;**
- **Children who have older boyfriends or girlfriends;**
- **Children who suffer from sexually transmitted infections or become pregnant;**
- **Children who suffer from changes in emotional well-being;**
- **Children who misuse drugs and alcohol;**
- **Children who go missing for periods of time or regularly come home late; and**
- **Children who regularly miss school or education or do not take part in education.**

Indicators of Honour Based Violence

There are a range of potential indicators that a child may be at risk of HBV. Refer to 'Indicators of' for FGM and Forced Marriage

REASONS WHY SOME PEOPLE MAY NOT REPORT ABUSE

- ☐ The child asks you to keep silent – keep a secret
- ☐ Fear of breaking up the family
- ☐ Fear of exposing the child to further abuse
- ☐ Fear of breaking a trusting relationship with child/family
- ☐ Painful memories of your own abusive experiences
- ☐ Fear of reprisals to yourself/your children/family
- ☐ Fear of presenting evidence in court
- ☐ Afraid of misinterpreting or overreacting to the situation
- ☐ Assuming another agency is dealing with the problem
- ☐ The 'rule of optimism' – everything will work out OK
- ☐ Assuming one parent/carer will protect
- ☐ Believing the child is fantasising/lying
- ☐ Being persuaded by the child's retraction
- ☐ Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- ☐ Being unable to comprehend the unbelievable nature of the disclosure
- ☐ Not understanding procedures

WHY CHILDREN CAN'T TELL ABOUT ABUSE

- ☐ Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- ☐ Threats from peers also involved in abuse
- ☐ May think s/he is to blame and fear arrest
- ☐ Fear the loss of the child's world – family, school etc.
- ☐ May be emotionally dependent on abuser
- ☐ May have compartmentalised abuse

- ☐ Thinks won't be believed
- ☐ Low sense of self-esteem makes disclosure difficult
- ☐ May not realise sexual abuse is a crime – thinks it's normal
- ☐ May not wish to betray abuser
- ☐ May fear exposure and particularly public exposure
- ☐ May be ambivalent about sexual identity or feel guilt about taking part in abuse
- ☐ Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- ☐ Hasn't got adult permission to tell
- ☐ Lack of appropriate language skills

WHY REFER?

- ☐ Children have the right to be safe
- ☐ Adults have a responsibility to protect children
- ☐ Abuse is damaging
- ☐ Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- ☐ You only have one small piece of a jigsaw
- ☐ Children rarely lie about abuse
- ☐ An abuser may well have many other children who also have a right to protection

MAKING A DECISION Child

- ☐ What are the risks to the child?
- ☐ Have I checked out these risks with others working with the child?
- ☐ Are the risks worth taking now?
- ☐ What will be the gain to the child of doing nothing?
- ☐ What will be the loss to the child of doing nothing?
- ☐ Have I considered how the losses and gains might alter the time it takes for the interventions to work?
- ☐ Will other children be affected?

Personal Context

- ☐ Do I have the necessary information?
- ☐ Might I be missing something in the current hypothesis of the case?
- ☐ Do any of my observations/assessments or those of others not fit into the hypotheses?
- ☐ Do I have a strong feeling for or against the carer or the child?
- ☐ Does my hypothesis match my intuition?
- ☐ Am I qualified to make this decision?

The Action

- ☐ What action should be taken?
- ☐ Who will take the action?
- ☐ Are there any other resources to be used?
- ☐ When will I review actions and re-evaluate risk?
- ☐ How will I recognise success?
- ☐ How will I recognise failure?
- ☐ Are relevant professionals aware of and in agreement with the actions?
- ☐ Is the carer aware of and in agreement with the action?

APPENDIX 2: Record Keeping and Referral Guidance

It is essential that school keeps clear records based on observation and evidence, which separate fact, allegation, hearsay, opinion or unsubstantiated evidence and which clearly indicate decisions and actions taken.

Child protection information will be kept in separate files by the designated teacher and will only be discussed with staff on a need to know basis. Staff need to know when a child is at risk and what plan have been decided by case conference, but may not need to know all the confidential details.

All records, notes and observations made by class staff as part of ongoing monitoring of children on the child protection register or causing concern, must be completed on the yellow concern form and immediately handed to a DCPO. All child protection conference minutes must be stored in the confidential files kept by the designated person.

Initial Concerns

Initial concerns, incidents or disclosure by a child must be reported to the designated teacher using the incident form. A copy of the form is attached, together with outline drawings of bodies which should be used to record injuries/marks/bruises. Copies of these forms are available in the Office or from Catherine Keel.

Please ensure that the following information is recorded:

- time, date, place and people who were present
- exact details of what was said the by the child and/or others (no interpretation or opinion)
- the child's emotional or physical condition
- details of the behaviour(s) causing concern and the context in which it occurred

Details of injuries, marks or bruises - the position of these must be marked on the appropriate body drawing and suitably annotated to provide further detail (number, length of marks, description of marks, colour of marks/bruises etc.) together with other details which you feel are relevant - including information about previous incidents which may not have been reported but now seem relevant

Ongoing Concerns/Monitoring

Staff in regular contact with a child may be required to keep a running record noting information about particular aspects of a child's behaviour, physical and/or emotional condition or remarks they may make - either because concerns are ongoing or as part of a child protection plan. These need to be written on yellow incident sheets and handed to the DCPO. Any records passed to the CP Officer electronically must be password protected. Concerns forms must be handed to the DCPO on paper and not sent electronically.

Referrals

The designated teacher must keep detailed, contemporaneous notes of:

- discussions with staff
- discussions with the child
- discussion with parents
- information provided to social services
- decisions taken (with times, dates and signed)

The designated teacher will confirm verbal and telephone referrals to social services in writing within 48 hours of the referral.

Reports for Child Protection Conferences/Core Group Meetings

Reports for child protection conferences or core group meetings must be written on the agreed pro-forma (copy attached). They should focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and staff and, where appropriate, their appearance and concerns.

They should provide clear factual information. Staff should be aware that these reports will be made available to parents at the child protection conference.

South Rise Primary School Concern Form

Please complete this form if you have any concerns about a pupil.
(Pastoral, Medical or Safeguarding)

Pupil Name			
Day and Date		D o B	
Member(s) of staff noting concern			

Concern (Please describe as fully as possible)
--

Actions Taken		
Date	Person taking action	Action

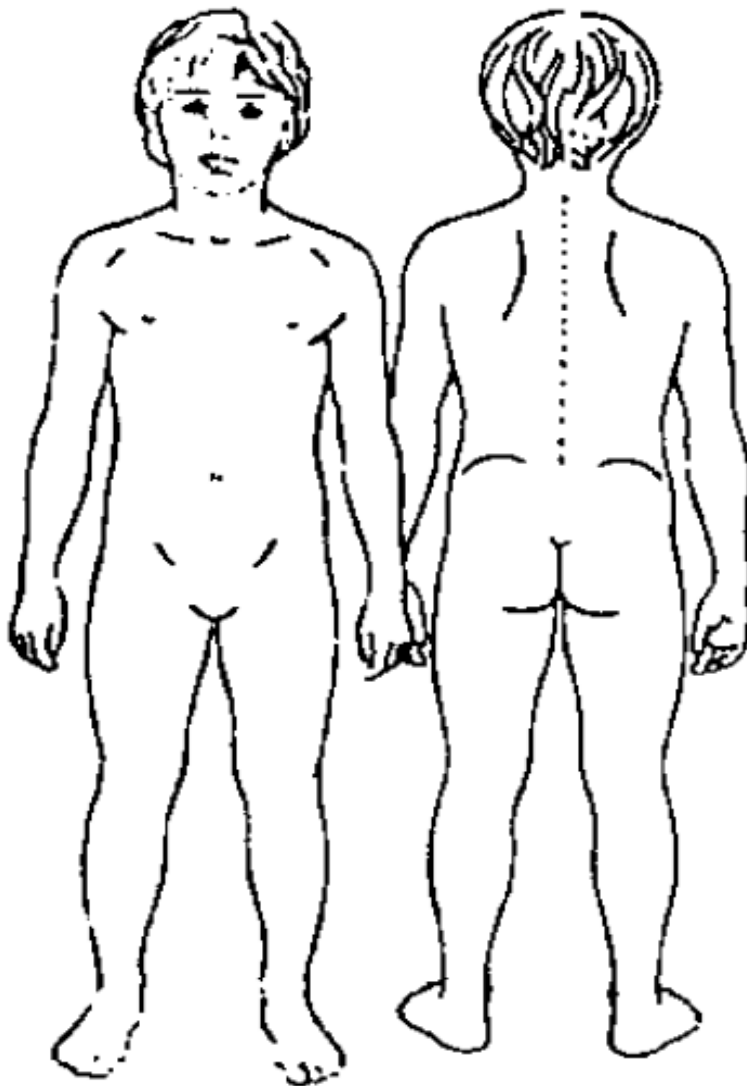
Please pass this form to the Designated Safeguarding Lead when completed

Concern Received Date Check List

Name _____ Year _____

2017	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
September																															
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June																															
July																															

APPENDIX 3: Body Map



Child's Name: Date:

APPENDIX 4: Keeping Children Safe in Education (Summary Document)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/354151/Keeping_children_safe_in_education_Information_for_staff.pdf

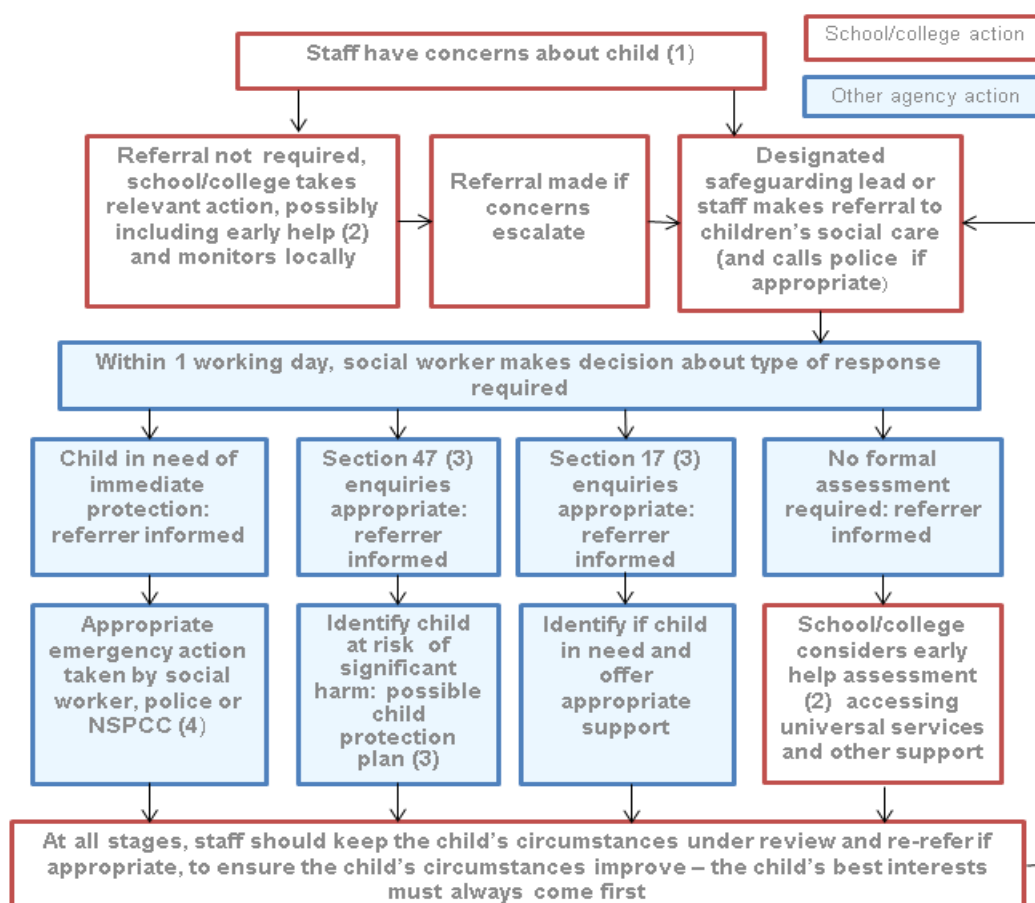
APPENDIX 5: Greenwich Referral Form

<https://ex2007.lgflmail.org/owa/attachment.ashx?attach=1&id=RgAAAAC5a7FkUJcEQ633cA9DCWuCBwB5gkjiq6CAS7BO%2fzT2ieZ1ARIUJX2iAAA7A7bIVY4bToRI%2f5Zid90xANhM%2fMCfAAAJ&attid0=EABtHS0kvk62RKQsiqePYuMq&attcnt=1>

Associated Policies

Anti-bullying policy
Child Protection
Medical Needs
E-safety policy
Acceptable use agreements
Behaviour policy
Asthma
Whistleblowing
Safer Recruitment in schools
Drugs in school
Staff Code of Conduct - see Safer Working Practice Document
CSE
Photography policy
Female Genital Mutilation (FGM)
Forced Marriage
Radicalisation Policy

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.

2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.

3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.

4. This could include applying for an Emergency Protection Order (EPO).

