



CHILD PROTECTION POLICY

1. This policy applies to the Junior and Senior School and the EYFS.

Introduction

2. Willington School takes seriously its responsibility to safeguard and promote the welfare of children under Section 157 of the Education Act 2002 and expects all adults involved with the School to share that commitment.

3. This policy has been developed in accordance with the following legislation and guidance:

- a. The Children Acts 1989 and 2004
- b. Education Act 2002, Section 157 (relevant to Independent Schools)
- c. Merton Safeguarding Children Board guidance and the London Child Protection Procedures¹
- d. HM Government 'Working Together to Safeguard Children 2015'
- e. DfE Guidance 'Keeping Children Safe in Education September 2016'
- f. 'What to do if you're worried a child is being abused' HM Government 2015
- g. EYFS Statutory Framework 2014
- h. Disqualification under the Childcare Act 2006 DfE Feb 2015
- i. DfE Advice for Schools and Childcare Providers, 'The Prevent Duty' July 2015

4. HMG 'Working Together to Safeguard Children' (2015) requires all schools to follow the procedures for protecting children from abuse established by their Local Authority Safeguarding Children Board (LSCB). Schools must ensure that they have appropriate procedures in place for responding where they believe that a child has been abused or is at risk of abuse, whether outside or inside the school, by an adult or another child. "Keeping Children Safe in Education 2016" requires all staff to remember "it could happen here", and these procedures cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Child Protection Policy Aims

5. The aims of the Child Protection Policy within Willington School are to:
 - a. Provide an environment and foster a school community supportive of the aims of Willington School
 - b. Encourage a culture of listening to children
 - c. Raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. To provide a systematic means of monitoring children known or thought to be at risk of harm
 - d. Develop a clear procedure within the School to be followed by all members of the School community in cases of suspected abuse
 - e. Develop and promote effective working relationships with other agencies, especially the Multi Agency Safeguarding Hub (MASH) the Police and Social Care Services
 - f. Ensure that all adults within the School who have access to children have been checked as to their suitability, and provided with adequate induction, training and mentoring to know what to do if they are worried a child is being abused
 - g. Emphasise the need for good levels of communication between all members of staff

Procedures

6. The School will ensure that:
 - a. There is a Designated Senior Safeguarding Lead, (DSL). This is **Luke Currie (Assistant Head (Safeguarding))** who is deputised by **Louise Maughan (Assistant Head (Juniors))**, **Ruth Henson (Assistant Head (Years 4-8))**

¹ www.londonscb.gov.uk/procedures/



and Emma Waterman (Deputy DSL), who have had Level 3 training for role and will update their training biennially.

- b. There is a designated Safeguarding Governor. At present this is **Meredith Brickwood** who is responsible for making sure the School policy and procedures are up to date and fully implemented.
- c. All staff have signed to acknowledge that they have read the most recently updated copy of “*Keeping Children Safe in Education*,” ‘*The Prevent Duty*’, this policy, and the Code of Conduct & Staff Behaviour. All new staff must do so on appointment. All staff must know how to respond to a pupil who discloses abuse
- d. Parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures
- e. Procedures are regularly reviewed and updated
- f. The governing body is responsible for ensuring the annual review of this policy.

Responsibilities

7. Governors and Senior Managers. Governors and senior managers have a shared responsibility for safeguarding and promoting the welfare of children. This requires:

- a. Having clear lines of responsibility
- b. Having effective recruitment and human resources procedures, including checking all new staff and volunteers to try to make sure they are safe to work with children and young people
- c. Having procedures for dealing with allegations of abuse against members of staff and volunteers
- d. Making sure that the staff get appropriate training
- e. Having clearly understood working procedures on how to safeguard and promote the welfare of children
- f. Working with the child’s parents to support their child’s needs, providing “early help” where necessary
- g. Helping parents understand that the School, like all others, has a responsibility for the welfare of all pupils and has a duty to refer cases to Social Care in the interests of the child, occasionally without their prior knowledge
- h. Any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay
- i. Ensuring the School policy and procedures are up to date.
- j. Ensuring that children receive appropriate and timely preventative interventions, “early help” when required
- k. Notifying the Disclosure Barring Service (DBS) or the National College for Teaching and Leadership (NCTL) the name of any member of staff considered to be ‘unsuitable to work’ with children in accordance with statutory regulations as set out in Section 65 of the ISI regulations and Part Four of Keeping Children Safe in Education.
- l. Where the School provides after school or holiday club services or activities directly under the supervision or management of School staff, the School’s arrangements for safeguarding will apply.
- m. Where services or activities are provided separately by another body, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and that there are arrangements to liaise with the School on these matters where appropriate.
- n. Where provision is for under 8s, the School implements the requirements of the “Disqualification under the Childcare Act 2006” 2015

8. The Designated Senior Lead (DSL). The DSL is required to:

- a. Refer all cases of suspected abuse to the MASH team or other relevant children’s social care department within 24 hours of the concern becoming known. Refer to the Merton designated officer for child protection allegations against a staff member and the Disclosure and Barring Service DBS (cases where a person is dismissed or left due to risk /harm to a child), or the police (see contact numbers at the end)
- b. Liaise with the Headmaster to inform him of issues particularly enquiries under S 47 Children Act 1989 and police investigations
- c. Receive appropriate training every two years
- d. Understand the assessment process for providing early help and intervention through locally agreed assessment processes



- e. Have a working knowledge of child protection processes and conferences in order to be able to contribute and attend effectively
- f. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- o. Ensure that the School effectively monitors children about whom there are concerns
- p. Keep written records of concerns about a child even if there is no need to make an immediate referral
- q. Ensure that all such records are stored confidentially and securely, separate from pupil records, and are transferred to the new school or college separately from the main pupil file, ensuring safe transit and a confirmation of receipt is obtained
- r. Monitor register attendance and absences for all pupils to be able to identify and support missing children or those persistently late
- s. Inform Social Care if a child is absent without explanation for two days if currently subject to a Child Protection Plan
- t. Submit reports, after sharing with parents, to and attend child protection conferences and other multi agency forums such as core groups and Child in Need meetings.
- u. Ensure that all staff and volunteers are aware of the London Child Protection Procedures, and are kept up to date with any training opportunities lessons from serious case reviews, or local policy changes
- v. Ensure that each member of staff² has access to and understands the School's child protection policy and procedures at induction, and their training is updated at regular intervals
- w. Develop effective working relationships with other agencies and services, including the Merton SCB
- x. Liaise with Social Care teams, and support social workers making decisions over suspected cases of child abuse
- y. Encourage a culture within the School of listening to children
- z. Be alert to the specific needs of children in need, those with special educational needs and young carers
- aa. Support staff to provide Early Help and provide guidance to parents, children and staff about obtaining suitable support through implementing a Common and Social Assessment (CASA) of the School's early help offer. (More information can be obtained from Trish Bissett, CASA coordinator on 0208 545 3993)
- bb. Develop productive, supportive relationships with parents, whenever it is in the pupil's interests to do so, but also be willing to challenge, and to make referrals to social care in the child's interest when their safety requires this
- cc. Support the governing body in reviewing safeguarding within the school, and this policy annually

Reporting

9. The reporting of Safeguarding practice at Willington School enables the governing body to ensure compliance with current legislation and to identify areas for improvement. Close liaison with the Merton safeguarding children board is vital in order that appropriate support and training can be given. These are requirements of *'Keeping Children Safe in Education DfE 2016.'*

10. Before each termly governing body meeting the Child Protection Designated Person will update the governor responsible for Safeguarding and in addition, whenever necessary and appropriate. It is important to protect the anonymity of the children concerned and discretion should be used to avoid the identification of individuals.

Training

11. Summary of Child Protection Training:

- a. Designated Senior Lead and deputies must undertake training every two years
- b. Teaching and other staff should have training updated every three years. (We note that Merton have a two yearly cycle for whole school training which we will review with a view to implementing.)
- c. The Designated Senior Lead Officer and other Key staff will attend Merton WRAP training, in line with meeting the requirements of *'The Prevent Duty' June 2015* and also CASA training

² "Staff" includes paid or unpaid, full and part time staff, and governors



- d. There is a rolling programme of Child Protection training for the School governors in place.
- e. Training is provided for new staff, clubs staff and voluntary helpers in which they are made aware of the school's arrangements.

Induction

12. The Induction programme for all new staff, including temporary staff, supply staff and voluntary staff newly appointed who work with children begins on their first day in school. At this time they will be made aware of our Child Protection Procedures by the Designated Senior Person who will ensure they have received copies of the Child Protection Policy, Staff Handbook Code of Conduct and *Keeping Children Safe in Education* Part 1. September 2016.

Concerns

13. All staff and volunteers should be concerned about a child if he or she:
- a. Has any injury which is not typical of the bumps and scrapes normally associated with an accidental injury
 - b. Has unexplained injuries
 - c. Frequently has some injuries (even when apparently reasonable explanations are given)
 - d. Gives confused or conflicting explanations about how injuries were sustained
 - e. Exhibits significant changes in behaviour, performance or attitude
 - f. Indulges in sexual behaviour which is unusually explicit and / or inappropriate to his or her age / stage of development
 - g. Discloses an experience in which he or she may have been harmed
14. In addition, any other cause for believing that a child may be suffering harm should be reported to the DSL without delay. The DSL will immediately refer to MASH.

Dealing with a concern

15. Children rarely report their own abuse and staff must be alert to signs, to sudden changes in behaviour and to information and worries from friends and others in whom the child may have confided. If unusually a child discloses that he or she has been abused in some way, the member of staff or volunteer should:
- a. Not promise confidentiality – it might be necessary to refer to Social Care or other agencies
 - b. Listen to what is being said without displaying shock or disbelief
 - c. Accept what is being said
 - d. Allow the child to talk freely
 - e. Reassure the child, but not make promises which it might not be possible to keep
 - f. Reassure him or her that what has happened is not his or her fault
 - g. Stress that it was the right thing to tell
 - h. Do not ask leading questions, it is not your job to investigate
 - i. Not criticise the alleged perpetrator
 - j. Explain what has to be done next and who has to be told
 - k. Make, sign and date, a written record (see Record Keeping)
 - l. Pass information to the DSL without delay.
 - m. If the Senior DSL and deputy DSL are unavailable, pass the information to the Head or a member of the Senior Leadership Team
 - n. If the allegation concerns the Head, the Chairman of the Governors must be informed
 - o. Further information on passing on concerns and a contact list are available at the end of this policy
 - p. Consider your own feelings and seek pastoral support if needed
16. **DO NOT** allow the child to be interviewed a second time. Accept what the child says and report to the DSL.

Record keeping



17. When a child has made a disclosure, the member of staff or volunteer should:
- Make brief notes as soon as possible after the conversation
 - Not destroy the original notes in case they are needed by a 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 other injury.
 - Record statements and observations rather than interpretations or assumptions. Use the child's own words and phrases.
 - Give all records to the DSL promptly. No copies should be retained by the member of staff or volunteer.

Support following a disclosure

18. Supporting Staff. Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff or volunteer should consider seeking support for him/herself and discuss this with the Designated Senior Person who can seek support from the appropriate governor or from the LSCB if required.
19. Supporting Children. The School will endeavour to support all children by:
- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying.
 - Promoting a caring, safe and positive environment within the School.
 - Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

Confidentiality

20. All matters relating to Safeguarding are confidential:
- The Headmaster and DSL will disclose any information about a pupil to other members of staff on a need to know basis only.
 - All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
 - All staff must be aware that they cannot promise a child to keep secrets.

Whistle blowing

21. It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. The School will ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should speak to the DSL, the Headmaster or the Chair of the Governing body. See *Willington School Whistleblowing Policy*

Appointment of Staff

22. School procedures for appointing staff are in line with *Keeping Children Safe in Education 2016 Part Three*. Safeguarding issues must be at the forefront in the recruitment processes for both teaching and non-teaching staff. The appointment process is designed to deter those who may seek to abuse children from applying. All applicants are required to complete application forms that are designed to prompt interviewers to spot and be able to probe gaps in employment history. They state the primacy of child protection concerns at the school and require a declaration of past convictions cautions, reprimands or final warnings³ and whether or not the candidate is barred from working with children. References for teaching staff are taken up prior to appointment, and interviews include questions regarding child protection issues.

³ That are not "protected" as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)



23. **Pre-appointment Checks.** An offer of appointment to a successful candidate, including one who has lived or worked abroad, will be conditional upon satisfactory completion of pre-employment checks. When appointing new staff, the School will:
- Verify a candidate's identity, from current photographic ID and proof of address obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
 - Obtain a certificate for an enhanced DBS check without a barred list check for anyone not in regulated activity where we consider their regular involvement in School life lends them credibility as "safe" by children
 - Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
 - Check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service;
 - Verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role.
24. Any member of staff found not suitable to work with children will be notified to the appropriate bodies, including the DBS or the National College for Teaching and Leadership (NCTL). In line with current guidance, any substantiated concern raised, will be reported in staff references.

Allegations Involving School Staff

25. This part of the policy relates to any occasion where it is alleged that a teacher or member of staff, including volunteers, has:
- behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
26. The School has a duty of care to our employees, and will provide effective support to anyone facing an allegation including a named contact if they are suspended.
27. Any allegation of abuse will be addressed without unnecessary delays and in a timely, fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
28. All allegations will be discussed the same day with the Merton Designated Officer (LADO).
29. In response to an allegation, staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, following advice regarding timing where they are involved from the police, the reasons and justification should be recorded by the School and the individual notified of the reasons.
30. Allegations that are found to be unsubstantiated, unfounded or malicious will not be referred to in employer references. Pupils that are found to have made malicious allegations are likely to have breached School behaviour policies. The School will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).
31. All staff should be aware of and follow the School's behaviour policy and staff code of conduct:
- If an allegation or disclosure is made concerning a member of staff or someone who works with pupils in a paid or voluntary capacity the person receiving the complaint must take it seriously and immediately inform the Headmaster.



- b. If an allegation or disclosure is made about the Headmaster it must be referred to the Chair of the Governors, Mr Rob Stewart, (address and contact details available from School Office,) who will be delegated to follow the procedures above, seeking the advice of the LADO, without first notifying the Headmaster.
 - c. In all cases the concern must be recorded including details of anyone else who witnessed the incident or allegation.
 - d. If the Headmaster decides that the allegation warrants further action through Safeguarding procedure, he must make a referral direct to the Merton Designated Officer (LADO) who is Donna Davis: 0208 545 3179, within 24 hours
 - e. If the allegation clearly constitutes a criminal offence, it will be necessary to Report to the Police and contact Social Care before informing the member of staff, but where possible the LADO should be consulted in any case before action is started
 - f. The Headmaster will not investigate the allegation itself, or take written or detailed statements without prior consultation with the LADO, and where involved, the police.
 - g. All School staff should take care not to place themselves in a vulnerable position with a child
 - h. The chair of the governing body will be consulted before a final decision is made
32. The School will report to the DBS, within one month of leaving the school any person whose services are no longer used because he or she is considered unsuitable to work with children.
33. This policy follows Chapter Four of *Keeping Children Safe In Education 2016* and the London CP Procedures which may be consulted for further detail.

The Prevent Duty

34. If a member of staff has a concern about a Willington employee either displaying indications of being radicalised or attempting to radicalise others, the concern must be passed on to both the LADO Donna Davis 02085453179 and also MASH 02085454226/7.
35. When such a referral is made PREVENT must be clearly written at the top of the referral sheet.
36. Contrary to usual MASH procedures, the parents should not be informed before making the referral.

Physical intervention/positive handling

36. The School acknowledges that staff unusually may need to take action in situations where the use of reasonable force may be required:
- a. Staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to another person
 - b. If the physical intervention is of a nature that causes injury or distress to a child it may be considered under child protection or disciplinary procedures

Bullying

37. The School recognises that bullying has a detrimental effect on children, and is cited as the safeguarding issue most children fear. Willington School has a separate anti-bullying policy which the whole community follows. It acknowledges that to allow or condone bullying may lead to issues under safeguarding procedures. The School also issues separate advice and guidance regarding Internet Safety & Cyber Bullying.

Racism and Racist Comments

38. Racism and racist comments will not be tolerated and repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures. The school maintains a racist log-book.

Radicalisation and Extremism



39. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
40. Willington School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
41. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Willington School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
42. Definitions of radicalisation and extremism and indicators of vulnerability to radicalisation are in Appendix 3.
43. Willington School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
44. The School Governors, the Headmaster and the DSL will assess the level of risk within the School and put actions in place to reduce that risk. Risk assessment may include, the use of School premises by external agencies, anti-bullying policy and other issues specific to the School's profile, community and philosophy.
45. This will be reviewed as part of the annual "Audit of Statutory Duties and Associated Responsibilities" that is monitored by the local authority and the Merton Safeguarding Children Board.

Response

46. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Headmaster and/or DSL. They should then follow normal safeguarding procedures. If the matter is urgent then the Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).
47. Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Dealing with Allegations of Abuse by one or more Pupil against another Pupil

48. Allegations of abuse by one or more pupil against another pupil are taken very seriously. If such an allegation is made, the member of staff receiving the allegation should immediately inform the DSL who on all such occasions will consult with the relevant social care referral point.
49. The allegation needs to be handled extremely sensitively and the DSL will need to consult the MASH Team Duty Manager : 0208 545 4226/7. The Headmaster should decide if it is necessary to send the alleged victim, and/or the alleged abuser, home.



50. Disciplinary action, including suspension of the pupil against whom an allegation has been made needs careful consideration and the DSL will seek advice from a relevant and experienced Local Authority safeguarding office before deciding on the course of action to be taken.

51. Pupils alleged to have abused another pupil(s) should be subject to a risk assessment for their continuing education on site in consultation with Merton Social Care.

52. Further advice on these situations is contained in the London Child Protection procedures

Inappropriate Relationships

53. Under no circumstances should inappropriate relationships be condoned between adults and children. Staff should be aware that the Sexual Offences Act 2003 created a new criminal offence of abuse of trust and a new offence of meeting a child following sexual grooming. Where a member of staff is concerned that a pupil has developed a crush or attachment to them, they should report this to the Headmaster and/or DSL and should discourage social exchanges with the pupil that are in any way different from those of the rest of their peers. Communicating electronically e.g. through texting or social media sites is strictly prohibited. Staff must at all times have regard for their professional responsibilities and for their conduct to ensure that they uphold the letter and spirit of this policy in safeguarding children.

Lone Working

54. Lone working with individual children should be avoided if at all possible. However, it is recognised that there will be occasions when there is no alternative. The following guidelines should be considered by staff:

- a. Let another member of staff know that they are alone with a child
- b. Keep the door open to the room that they are in or ensure they are in a room with an uncovered glass panel in the door
- c. If this is a regular occurrence (such as regular individual music lessons), the arrangement should be approved by a senior member of staff
- d. Should anything happen during the session that makes the staff member uncomfortable, this should be reported to the DSL or Headmaster immediately
- e. Staff must not give lifts to pupils under any circumstances unless given specific authority by the Headmaster on each and every occasion.
- f. Staff should not meet or contact pupils out of School, and any existing relationships by relation or friendship should be made known to the Headmaster

Use of Mobile Phones, Cameras and Hand Held Devices

55. Mobile Phones. Personal mobile phones must not be used during teaching periods, but may be used on School trips as necessary. At all other times they must be switched off. They may be used for emergency calls only during working hours. Staff are not permitted to use personal mobile phones to take photographs. The School has invested in cameras for this purpose. If abuse of this policy is suspected, steps may be taken under the School's Disciplinary Procedure.

56. Mobile Phones in Vehicles Used on the School's Business. Unless a hands-free kit is fitted to a vehicle, no mobile phones are to be used whilst driving on the School's business. Any call received whilst driving must not be answered and all drivers must pull off the road safely and turn off the vehicle engine before returning the call. Any infringement of the above policy on the Use of Mobile Phones will be treated as misconduct and appropriate disciplinary action will be taken in line with the School's Disciplinary Policy.

57. Permitted Personal Use. The School recognises that personal circumstances may demand that the School's Communications Systems are used for incidental and occasional personal use (such as the use of telephones



for emergency personal use). Such use is permitted provided it is not habitual or frequent in nature. Staff should discuss with the Head or Bursar any requirement for personal use not covered above.

58. Use of Cameras . Taking photographic evidence of pupils' learning is an integral part of EYFS observation and assessment. The School provides cameras for this purpose. Images from the cameras must only be uploaded onto the school system and can only be used in the context of classroom displays and as a visual record of EYFS activities. Any infringement of the above policy on the Use of Cameras will be treated as misconduct and appropriate disciplinary action will be taken in line with the School's Disciplinary Policy.

Curriculum links / prevention

59. The School seeks to ensure that:

- a. The pastoral care system, tutor system, PSHE assemblies, PSHE curriculum, school council and other pastoral activities facilitate a supportive school community
- b. There is a strong ethos where children feel secure and are encouraged to talk and are always listened to
- c. All children know they can approach any adult in school if they are worried or in difficulty
- d. Curriculum opportunities are included which equip children with the skills they need to understand risks, stay safe from harm and to know to whom they should turn for help both whilst at School and in the future.
- e. Childline is advertised throughout the school

Monitoring and Evaluation

60. The School's Child Protection Policy and Procedures will be monitored at least annually as part of the Governors' portfolio of policies, by the designated Senior Person and the designated CP Governor. It may be reviewed more regularly if there are changes in legislation or guidance and evaluated by:

- a. Governing Body visits to the school
- b. SLT 'drop ins' and discussions with children and staff
- c. Pupil surveys and questionnaires
- d. Scrutiny of Attendance data
- e. Scrutiny of range of risk assessments
- f. Scrutiny of Governing Body minutes
- g. Logs of bullying/racist/behaviour incidents for SLT and Governing Body to monitor
- h. Review of parental concerns and parent questionnaires

Related policies and documents

61. This policy also links to our policies on:

- a. Behaviour Management
- b. Whistleblowing
- c. Anti-bullying
- d. Health & Safety
- e. Parental Complaints Policy
- f. Attendance
- g. Curriculum
- h. PSHE
- i. Administration of medicines
- j. Drug Education
- k. Sex and Relationships Education
- l. Physical intervention
- m. E Safety
- n. Risk Assessment
- o. Recruitment



Policy Availability

62. The Child Protection Policy is available on our website and on request from the School Office.

L. Currie - (Designated Senior Lead Officer), E. Waterman - (Deputy Designated Officer)

Meredith Brickwood (Designated Child Protection Governor)

September 2017

REFERRAL TO CHILDREN SOCIAL CARE

1. Where schools have **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours telephone MASH: (Multi Agency Safeguarding Hub)*

Phone: 020 8545 4226/7
Fax: 020 8545 4204
Email: children@merton.gov.uk

2. To make **URGENT** referrals **OUT OF OFFICE HOURS**:

- a. (Merton, Kingston, Sutton after 5.00 p.m.) telephone **020 8770 5000**
- b. Police Child Abuse Investigation Team: **020 8247 7843**

3. For all **NON-URGENT** referrals and enquiries telephone **020 8545 4232** or the MAT Duty Advice Team on **020 8646 4038**

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

4. **LADO**: who provides advice on allegations against staff. She gives advice on safeguarding issues affecting trusted adults and staff.

LADO ADMINISTRATOR
London Borough of Merton
Civic Centre, 9th Floor
London Road
Morden
SM4 5DX

CONTACT NUMBER: 0208 545 3179 **E-MAIL: lado@merton.gov.uk**

5. Referrals to **Sutton** Children Social Care: **020 8 649 0418**

6. Referrals to **Croydon** Children Social Care: **020 8726 6400**

7. Referrals to **Wandsworth** Children Social Care: **020 8871 6622**

8. Referrals to **Lambeth** Children Social Care: **020 7926 5555**

9. The Merton Vulnerable Children's Team is able to provide advice and consultancy on child protection and safeguarding issues affecting children.

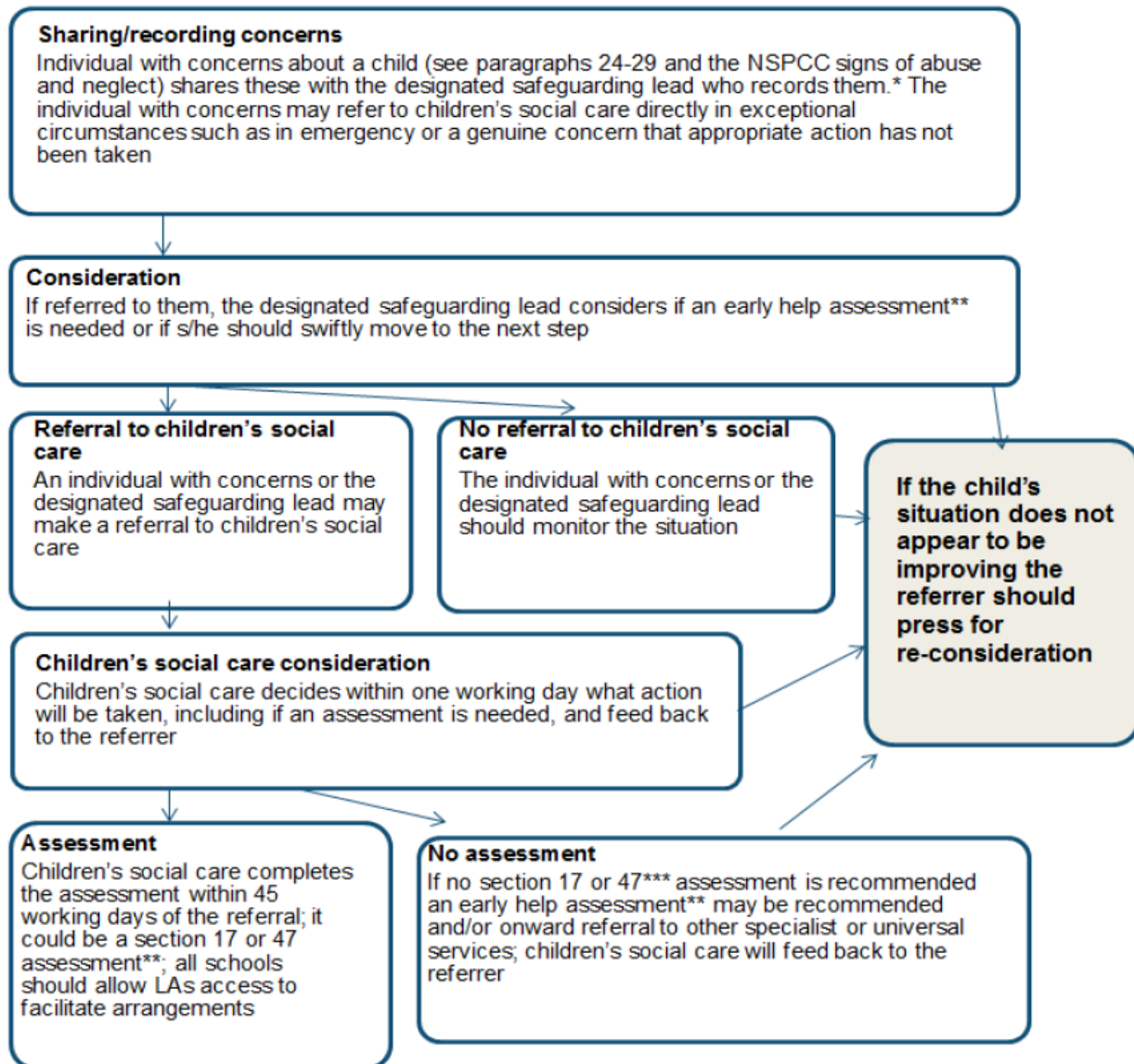
CONTACT NUMBER: 020 8545 3374/ 07837 584102
E-MAIL: vctmanager@merton.gov.uk



Action when a child has suffered or is likely to suffer harm

The diagram below illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



Don't think "What if I'm wrong" think "What if I'm right" and pass your concern on



RECOGNISING SIGNS OF CHILD ABUSE

Risk Indicators

1. The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:
 - a. Must be regarded as indicators of the possibility of significant harm
 - b. Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
 - c. May require consultation with and / or referral to Children's Services
2. The absence of such indicators does not mean that abuse or neglect has not occurred.
3. In an abusive relationship the child may:
 - a. Appear frightened of the parent/s
 - b. Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)
4. The parent or carer may:
 - a. Persistently avoid child health promotion services and treatment of the child's episodic illnesses
 - b. Have unrealistic expectations of the child
 - c. Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
 - d. Be absent or misusing substances
 - e. Persistently refuse to allow access on home visits
 - f. Be involved in domestic abuse
5. Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

6. The following are often regarded as indicators of concern:
 - a. An explanation which is inconsistent with an injury
 - b. Several different explanations provided for an injury
 - c. Unexplained delay in seeking treatment
 - d. The parents/carers are uninterested or undisturbed by an accident or injury
 - e. Parents are absent without good reason when their child is presented for treatment
 - f. Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
 - g. Family use of different doctors and A&E departments
 - h. Reluctance to give information or mention previous injuries

Bruising

7. Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:



- a. Any bruising to a pre-crawling or pre-walking baby
- b. Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- c. Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- d. Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- e. Variation in colour possibly indicating injuries caused at different times
- f. The outline of an object used e.g. belt marks, hand prints or a hair brush
- g. Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- h. Bruising around the face
- i. Grasp marks on small children
- j. Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

8. Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

9. It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- a. Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- b. Linear burns from hot metal rods or electrical fire elements
- c. Burns of uniform depth over a large area
- d. Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- e. Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

10. Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

11. Fractures may cause pain, swelling and discolouration over a bone or joint.

12. Non-mobile children rarely sustain fractures.

13. There are grounds for concern if:

- a. The history provided is vague, non-existent or inconsistent with the fracture type
- b. There are associated old fractures
- c. Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- d. There is an unexplained fracture in the first year of life

Scars

14. A large number of scars or scars of different sizes or ages or on different parts of the body, may suggest abuse.



Recognising Emotional Abuse

15. Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. Signs of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- a. Developmental delay
- b. Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- c. Indiscriminate attachment or failure to attach
- d. Aggressive behaviour towards others
- e. Scapegoated within the family
- f. Frozen watchfulness, particularly in pre-school children
- g. Low self-esteem and lack of confidence
- h. Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

17. Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

19. Some behavioural indicators associated with this form of abuse are:

- a. Inappropriate sexualised conduct
- b. Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- c. Continual and inappropriate or excessive masturbation
- d. Self-harm (including eating disorder), self-mutilation and suicide attempts
- e. Involvement in prostitution or indiscriminate choice of sexual partners
- f. An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

20. Some physical indicators associated with this form of abuse are:

- a. Pain or itching of genital area
- b. Blood on underclothes
- c. Pregnancy in a younger girl where the identity of the father is not disclosed
- d. Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

21. The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

22. Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural



relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

23. Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

24. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

25. Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

26. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- a. **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- b. **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- c. **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

27. In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the traffic light tool resource at www.parentsprotect.co.uk

Recognising Neglect

28. Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- a. Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- b. A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- c. Failure of child to grow within normal expected pattern, with accompanying weight loss
- d. Child thrives away from home environment
- e. Child frequently absent from school
- f. Child left with adults who are intoxicated or violent
- g. Child abandoned or left alone for excessive periods



INDICATORS OF VULNERABILITY TO RADICALISATION

Appendix 2

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

2. Extremism is defined by the Crown Prosecution Service as the demonstration of unacceptable behaviour by using any means or medium to express views which:

- a. Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- b. Seek to provoke others to terrorist acts;
- c. Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- d. Foster hatred which might lead to inter-community violence in the UK.

3. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

4. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities. Indicators of vulnerability include:

- a. Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- b. Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- c. Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- d. Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- e. Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- f. Special Educational Need –pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

5. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. More critical risk factors could include:

- a. Being in contact with extremist recruiters;
- b. Accessing violent extremist websites, especially those with a social networking element;
- c. Possessing or accessing violent extremist literature;
- d. Using extremist narratives and a global ideology to explain personal disadvantage;
- e. Justifying the use of violence to solve societal issues;
- f. Joining or seeking to join extremist organisations; and
- g. Significant changes to appearance and / or behaviour;
- h. Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

9. The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.