



Belvedere Infant and Nursery School

Learning Together, Caring Together

Child Protection Policy*

Date	Agreed by Staff	Agreed by Governors	To be reviewed
September 2018	September 2018	September 2018	September 2019
To be read in conjunction with	Acceptable Use Policy Attendance Policy Behaviour Policy Children Act 2004 E-Safety Policy GDPR Retention Schedule Intimate Care Policy Keeping Children Safe in Education (2018) London Safeguarding Children Procedures http://www.londoncp.co.uk/chapters/alleg_staff.html#roles_resp Medical Conditions Policy Parent, Carer and Visitor Code of Conduct Policy Safer Recruitment Policy Together to Safeguard Children 2018 Use of Mobile Phones and Electronic Devices Policy Use of Reasonable Force Policy		

The purpose of this document is to assist all staff to safeguard and protect children who are at risk of abuse or neglect and promote their well-being.

The safeguarding of children is everyone's business and schools have a responsibility under Sec 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This includes

- Preventing the impairment of children's health or development
- Protecting children from maltreatment
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.

The Children Act 1989 defines a child as being up to the age of 18 years; it also defines **significant harm** and the roles and responsibilities of Children's Social Care and the Police.

The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

If staff have concerns about a child, they should act **immediately**. Speak to the DSL or Deputies about what action to take, including whether a referral needs to be made. Appendix 1 illustrated the actions to take.

Significant Harm

There is no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism, and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child, and / or relatively greater

**Includes and refers to Safeguarding Procedures*

difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the family's strengths and supports.

The following procedures outline the action to be taken if it is suspected that a child may be being abused, harmed or neglected. There are four categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger, this includes someone in a position of trust such as a teacher or other professional.

Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect for a child are compatible with this aim. If there are concerns about a child's welfare that do not meet the thresholds of child abuse the school will consider whether the Common Assessment Framework (CAF) approach should be considered. Remember early identification of concerns and the use of the CAF to develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

Scope of the Policy

This policy and the following procedures apply to all staff, volunteers and governors working with or in the school.

Policy Statement

We at Belvedere Infant School are committed to practice, which protects children from harm. Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of the issues, which cause children harm.

Aims:

We will aim to safeguard children by:

- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
- Sharing information about child protection and good practice with children, parents and carers, staff and volunteers.
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
- Carefully following the procedures for recruitment and selection of staff and volunteers.
- Providing effective management for staff and volunteers through support, supervision and training.
- We are committed to reviewing our policy and good practice regularly.

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 in the curriculum for children to develop the skills they need to recognise and stay safe from harm or abuse.

Procedures

We will follow the procedures set out by London Child Protection Procedures and Local Safeguarding Children Board and take account of guidance issued by the Department for Children, Schools and Families to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role. ***At Belvedere Infant and Nursery School, the Designated Safeguarding Lead is Miss J Whysall.***
- Ensure we have a nominated governor responsible for child protection. ***At Belvedere Infant and Nursery School, Governor responsible for Child Protection is Mrs S Hinkley.***
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- 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 senior person responsible for child protection.
- 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.
- Notify Children's Social Care if there is an unexplained absence of a pupil who has a child protection plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences and Core Groups
- Keep written chronological records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in secure locations.
- Follow London Borough of Bexley procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

1. Definitions of abuse

These definitions are based on those from *'Keeping Children Safe in Education'* (2018) *'Working together to Safeguard Children'* (2018) and *'London Child Protection Procedures'* (2018).

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 of, or deliberately causes, ill health to a child. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child

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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations
- 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.

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.

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/physical care or treatment e.g. correct maintenance of wheelchairs, use of body braces etc. Supply of medication needed according to care plans. It may also include neglect of a child's basic emotional needs.

Included in the four categories of child abuse and neglect above, are a number of factors relating to the behaviour of the parents and carers which have significant impact on children such as domestic abuse. Research analysing Serious Case Reviews has demonstrated a significant prevalence of domestic abuse in the history of families with children who are subject of Child Protection Plans. Children can be affected by seeing, hearing and living with domestic abuse as well as being caught up in any incidents directly, whether to protect someone or as a target.

The impact of domestic abuse on children

The risks to children living with domestic abuse include:

- Direct physical or sexual abuse of the child. Research shows this happens in up to 60% of cases; also that the severity of the violence against the mother is predictive of the severity of abuse to the children;
- The child being abused as part of the abuse against the mother:
 - Being used as pawns or spies by the abusive partner in attempts to control the mother;
 - Being forced to participate in the abuse and degradation by the abusive partner.
- Emotional abuse and physical injury to the child from witnessing the abuse:
 - Hearing abusive verbal exchanges between adults in the household;
 - Hearing the abusive partner verbally abuse, humiliate and threaten violence;
 - Observing bruises and injuries sustained by their mother;
 - Hearing their mother's screams and pleas for help;
 - Observing the abusive partner being removed and taken into police custody;
 - Witnessing their mother being taken to hospital by ambulance;
 - Attempting to intervene in a violent assault;
 - Being physically injured as a result of intervening or by being accidentally hurt whilst present during a violent assault.
- Negative material consequences for a child of domestic abuse:
 - Being unable or unwilling to invite friends to the house;
 - Frequent disruptions to social life and schooling from moving with their mother fleeing violence;
 - Hospitalisation of the mother and/or her permanent disability.

2. Possible Signs & Symptoms of Abuse

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category. Guidance on recognising signs & symptoms of can be found in Chapter 4 of London Child Protection Procedures. Also pupils with learning difficulties often exhibit some of these signs (e.g. reluctance to get undressed for P.E., constant tiredness) which are not necessarily signs of abuse but symptoms of their condition. However it must also be remembered that disabled children are 3 times more likely to experience abuse or neglect than non-disabled peers.

Physical Abuse

- Unexplained and so called “accidental” injuries, burns or bruising
- Improbable excuses or refusal to explain injuries
- Refusal to undress for PE
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive
- Fear of suspected abuser being contacted

Emotional Abuse

- Physical, mental and emotional development delays
- Sudden speech disorders
- Continual self-deprecation ('I'm stupid, ugly, worthless, etc')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Unusual attention seeking behaviour
- Extremes of passivity or aggression

Sexual Abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Itchiness or pain in the genital area
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Being isolated or withdrawn
- Inability to concentrate
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies
- Stealing food/money
- Poor school attendance
- Compulsive attention seeking

Female Genital Mutilation (FGM)

FGM is a form of child abuse and violence against women and girls, and is therefore part of child protection.

All professionals have a responsibility to ensure:

- That families know that FGM is illegal under the Female Genital Mutilation Act 2003 regardless of age
- An awareness of the risk to girls and young women where a relative has undergone FGM
- An awareness of the fact that a girl or young woman may be removed from this country to undergo FGM
- An awareness that a visiting relative may be called upon to perform the procedure

It is important to note that the girls and women at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Tell-tale signs of FGM:

- Holiday to a 'special place'
- Child talks about a special procedure or ceremony
- Prolonged absence
- Behavioural changes
- Finds it difficult to sit
- Avoidance of PE
- Complain of being in pain
- Particular risk after holidays from school

Radicalisation and Extremism

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.

This means we have a responsibility to protect children from extremist and violent views the same way we protect them from drugs or gang violence.

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

These include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

Schools have been required to promote British values since 2014, and this will continue to be part of our response to the Prevent strategy.

British values include:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of different faiths and beliefs

We will give all children the skills to protect themselves from any extremist views they may encounter, now or later in their lives.

The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is also about teaching children values such as tolerance and mutual respect. The school will make sure any discussions are suitable for the age and maturity of the children involved.

We will give children the skills to protect them from any extremist views they may encounter, now or later in their lives.

Should concerns arise, the Designated Safeguarding Lead will make a Channel referral to:

The Prevent Engagement Officer at Bexley, PC Claire Farrell:

Claire.L.Farrell@met.pnn.police.uk

Tel: 020 8284 5706

Or

- **Clair McGarry Tel: 020 3045 3990.**

A referral to the Channel Team is NOT a referral to Children's Social Care; if there are additional Safeguarding concerns, these need to be referred separately through Bexley Safeguarding Children Services as detailed below.

Child Sexual Exploitation

Sexual Exploitation involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition: for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Sexual exploitation tends to fall into three main categories:

- 1 Inappropriate relationships;
- 2 Boyfriend/peer exploitation;
- 3 Organised/networked sexual exploitation or trafficking.

Organised sexual exploitation/trafficking is the most complex form of exploitation and therefore considered very high risk.

Tell-tale signs

- Disengagement from education
- Appearing with new possessions/unexplained gifts
- Association with peers also involved
- Inappropriate sexual behaviour
- Changes in mood/temperament
- Drug/alcohol misuse
- Overfamiliarity with strangers
- Sending sexualised images over the internet/mobile phone
- Going missing for periods of time
- Returning home late
- Involvement in exploitative relationships or association with 'risky' adults.

Please be aware that whilst the tell-tale signs appear to apply to older children, these could apply to family members or friends of our children, which could potentially be a safeguarding concern

and warrant a referral. Any such concerns must be reported to the Designated Safeguarding Lead immediately.

Children Missing Out on Education

Parents have a duty to ensure that their children of compulsory school age are receiving efficient full-time education. 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. Children missing education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET (not in education, employment or training) later on in life. Schools also have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences.

Children at particular risk of missing education

- Pupils at risk of harm/neglect - Children may be missing from education because they are suffering from abuse or neglect.
- Children of Gypsy, Roma and Traveller (GRT) Families. Although many are settled, some GRT families move regularly and their children can be at increased risk of missing education
- Families of Armed Forces - Families of members of the Armed Forces are likely to move frequently – both in UK and overseas and often at short notice.
- Missing children/runaways - Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education.
- Children and young people supervised by the Youth Justice System
- Children who cease to attend a school – there are many reasons why a child stops attending a school. It could be because the parent chooses to home educate their child. However, where the reason for a child who has stopped attending a school is not known, the school has a duty to inform the local authority who must investigate the case and ensure the child is receiving suitable education.

All schools (including academies) must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- Have a medical condition certified by the school medical officer that the pupil is unlikely to be in a fit state of health to attend school;
- 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 will be notified by the school in advance of the deletion, when the school becomes aware that the deletion will be made.

The school's Attendance Officer meets with the Educational Welfare Officer and Learning Mentor once a fortnight to discuss the attendance and absences of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more.

The Attendance Officer notifies the Designated Safeguarding Lead, Learning Mentor and Educational Welfare Officer on a daily basis of absences and actions taken.

If a child has Children's Social Care Involvement, the Designated Safeguarding Lead will inform the relevant social worker of any absence.

The school is required to submit a termly CMOE report to the Inclusion Officer for the London Borough of Bexley. The reporting categories are according to whether children:

- Have particular social and behavioural difficulties and have personalised learning plans: this means that, by arrangement, they do not attend their usual school full time
- Have mental health needs and access Child and Adolescent Mental Health Services (**CAMHS**), either as an in-patient or through services provided in the community -Please only include children who have weekly or fortnightly appointments with CAMHS
- Have medical needs other than mental health needs -so requiring Alternative Provision or reduced hours
- Rarely attend school and have personalised learning plans as part of attempts to reintegrate them into full- time education
- Are pregnant or young mothers of compulsory school age
- Have complex needs and no suitable school place is available
- Are returning from custody and a school place has not been found for them
- Are new to the country and are awaiting a school place
- Are from Gypsy, Roma or Traveler background and alternative provision has been made
- Have moved from another area and a school place has not been secured; this may include children who have been looked after (**LAC**)

Belvedere Infant and Nursery School not only notifies the Local Authority at the requested times, but as soon as a child is identified as missing out on education.

Intimate Care – Safeguarding of Pupils and Staff

Please refer to Belvedere Infant and Nursery School's Intimate Care Policy and Medical Conditions Policy.

3. What to do if you suspect that abuse may have occurred

a. You must report the concerns immediately to the Designated Safeguarding Lead, Miss Jennifer Whysall.

The Designated Safeguarding Lead has been nominated by Belvedere Infant School to refer allegations or suspicions of neglect or abuse to the statutory authorities.

The role of the designated person is to:

- Obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.
- Assess the information quickly and carefully and ask for further information as appropriate.
- They should also consult with Children's Social Care in the first instance:

- **Bexley Safeguarding Children Service – 0203045 5440**
- **Bexley Emergency Duty Service – 0208 303 7777 (outside of office hours including weekends)**

or Police Child Abuse Investigation Team on 0207 230 3700 (8am – 6pm or calls outside these hours should be made to 999) to clarify any doubts or worries. The NSPCC can also provide advice.

- The Designated Safeguarding Lead should make a referral to the Children's Social Care or the police without delay if it is agreed during the consultation or if there is an immediate risk to the child.
- The referral should be made to the Children's Social Care Agency in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the Children's

Social Care Department in that borough. In Bexley, depending on the child's address, referrals are made to either East or West Child Care Teams.

- A telephone referral should be made and confirmed in writing using an inter-agency referral form within 48 hours. Children's Social Care should acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days. Any referrals that are faxed to Children Social Care should be followed up by a telephone call to confirm receipt.
- Following referral, Children's Social Care should, within one working day, consider the next course of action, record their decision in writing and notify the designated person.

b. Suspicions will not be discussed with anyone other than those nominated above.

c. It is the right of any individual to make direct referrals to the child protection agencies. If for any reason you believe that the nominated designated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the child protection agencies directly.

4. Responding to a child making an allegation/disclosure of abuse

- Stay calm, listen carefully to what is being said
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others - do not promise to keep secrets
- Allow the child to continue at his/her own pace
- Ask questions for clarification only, and at all times avoid asking leading questions.
- Reassure the child that they have done the right thing in telling you
- Tell them what you will do next and with whom the information will be shared
- Record in writing what was said using the child's own words as soon as possible, note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- Pass this information on immediately to your Designated Person or Deputy Designated Person in his/her absence.

After a child has disclosed abuse the designated person should carefully consider whether or not it is safe for a child to return home to potentially abusive situation. On these rare occasions it may be necessary to take immediate action to contact Children's Social Care to discuss putting safety measures into effect.

The law empowers anyone who has actual care of a child to do all that is reasonable in the circumstances to safeguard their welfare. Accordingly, professionals in all agencies should take appropriate action wherever necessary to ensure that no child is left in immediate danger, e.g. a teacher, foster carer, childminder, a volunteer or any professional should take all reasonable steps to offer a child immediate protection (including from an aggressive parent). [Children Act 1989 S.3 \(5\)\(a\) and \(b\)](#)

Parental consultation

Where practicable, concerns should be discussed with the parent and agreement sought for a referral to LA children's social care unless seeking agreement is likely to place the child at risk of significant harm through delay or the parent's actions or reactions; For example in circumstances where there are concerns or suspicions that a serious crime such as sexual abuse or induced illness has taken place.

Where a professional decides not to seek parental permission before making a referral to LA children's social care, the decision must be recorded in the child's file with reasons, dated and signed and confirmed in the referral to LA children's social care.

A child protection referral from a professional cannot be treated as anonymous, so the parent will ultimately become aware of the identity of the referrer. Where the parent refuses to give permission for the referral, unless it would cause undue delay, further advice should be sought from a manager or the designated safeguarding children professional and the outcome fully recorded.

If, having taken full account of the parents' wishes it is still considered that there is a need for referral:

- The reason for proceeding without parental agreement must be recorded;
- The parent's withholding of permission must form part of the verbal and written referral to LA children's social care;
- The parent should be contacted to inform them that, after considering their wishes, a referral has been made.

Disclosure by a Child Attending the HUB, St Augustine

If a member of staff has a concern about a child attending the HUB, or a disclosure is made by a child, the following procedure should be adhered to:

The member of staff must complete as much information as possible on the white safeguarding form, and take this without delay to the Designated Teacher for Child Protection CPO1 (Mark Alexander-Smale) or, in his absence, CPO2 (Joanne Jay) or CPO3 (Liz Hayle). The CPO will contact Belvedere Infant and Nursery School immediately via telephone and arrange for the Pupil Support Centre's office to scan and email the school a copy of the form. The Belvedere Infant and Nursery School's Designated Safeguarding Lead will follow the school's child protection procedures as outlined in this policy. In the event that the Pupil Support Centre is unable to contact Belvedere Infant and Nursery School, the CPO at St Augustine will deal with the disclosure in accordance with the St. Augustine Safeguarding Policy, whilst their school office continue to attempt to contact Belvedere Infant and Nursery School. All information relating to the disclosure will be passed on to Belvedere Infant and Nursery School.

5. Responding to Allegations of abuse against a member of staff, other worker or volunteer

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Refer to Bexley LSCB procedures on allegations against school staff, other workers or volunteers for the detailed actions to be taken. It is based on the DfE's statutory guidance document - http://www.londoncp.co.uk/chapters/alleg_staff.html#roles_resp

Part 4 of Keeping Children Safe in Education references the management of cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in any capacity. It should be used in respect of all cases in which 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 may pose a risk of harm to children.

In principle we at Belvedere Infant School will:

- Identify a named Senior Manager responsible for managing allegations (where a conflict of interest may be implied, an appropriate alternative person will lead the procedure)
- Ensure the child's welfare is paramount
- Ensure all reports or disclosure that indicate that an adult staff member or volunteer has:

Behaved in a way that has harmed, 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 s/he is unsuitable to work with children

is fully recorded and is notified to Schools HR and a consultation with the Local Authority Designated Officer (LADO) is undertaken in all cases ensuring that the appropriate action is taken.

- Ensure that the adult about whom there are concerns is treated fairly and honestly and in accordance with procedures as laid down in KCSIE (2018) and provided with support
- Consider the safety & welfare of other children in the class/school
- Remember that disciplinary action is the responsibility of the school but that any decisions should be made in consultation with the LADO and, if involved, the police.
- Work with the LADO to keep the child and their family fully informed in relation to any investigation and subsequent action.

Whistle Blowing

Staff should be aware that children may feel unable to express concerns in an environment where staff fail to do so. All staff should therefore feel free to voice concerns about the attitude and actions of their colleagues in accordance with the council's whistleblowing policy.

All staff need to be aware of the school's Whistle-blowing policy and feel confident to voice concerns about the attitude or actions of colleagues.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance can be found at: Advice on whistleblowing.

If a member of staff believes that a reported allegation or concern is not being dealt with appropriately by Belvedere Infant and Nursery School, they should report the matter to their LADO. See also London Child Protection Procedures
http://www.londoncp.co.uk/chapters/A_contents.html

The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. 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

The school is committed to confidentiality and the confidentiality requirements of those involved.

6. Recruitment and appointment of workers and volunteers

Refer to standard recruitment and appointment policy for staff recruitment. In recruiting and appointing workers we at Belvedere Infant school, will be responsible for the following:

- Identifying the tasks and responsibilities involved and the type of person most suitable for the job.
- Drawing up the Selection criteria and putting together a list of essential and desirable qualifications, skills and experience.
- All applicants should apply in writing and their application will cover their personal details, previous and current work/volunteering experience.
- We may send a copy of our child protection policy with the application pack.
- We will make sure that we measure the application against the selection criteria
- All applicants need to sign a declaration stating that there is no reason why they should be considered unsuitable to work with children. The Rehabilitation of Offenders Act (1974) requires that people applying for positions which give them "substantial, unsupervised access on a sustained or regular basis" to children under the age of 18 must declare all previous convictions which are then subject to police checks. They can then only be offered a job subject to a successful police check. This includes potential employees, volunteers and self-employed people such as sports coaches. They are also required to declare any pending case against them. It is important that the applicant in this particular category understands that all information will be dealt with confidentially and will not be used against them unfairly.
- We will ask for photographic evidence to confirm the identity of the applicant e.g. their passport & proof of address.
- We will request to see documentation of any qualifications detailed by the applicant.
- We will always interview our candidates for a job.
- We will have at least two people from our organisation on the interview panel one of whom must have successfully completed safer recruitment training.
- We will request two written references from previous employers. We will ask the referee to also comment on their suitability for working with children. If necessary we will also try and follow up written references with a telephone call.
- We will ensure that our successful applicant obtains the relevant DBS application form from the Disclosure and Barring Service. We will need to see the DBS Certificate before we confirm them in post.
- We will ensure that we are compliant with the DBS requirements.
<https://www.gov.uk/disclosure-barring-service-check/overview>

- When using supply teachers, the school will ensure that the agency has undertaken appropriate DBS checks. The supply teacher will be asked to provide evidence before they start work in the form of two types of identification such as their photographic ID as well as a letter (from the agency).

In recruiting and appointing volunteers Belvedere Infant School will be responsible for the following:

- All volunteers will be asked to provide a brief written application confirming their details, experience, etc.
- All volunteers will be interviewed
- Under the DBS regulations all volunteers will be required to register with the DBS if they have frequent (more than once a month) or intensive (3 consecutive days &/or overnight) contact with children from the school. We will ensure that this is complied with as guidance on timescales is issued by the DBS.
- Whenever possible a volunteer should be asked for references. It is acknowledged that this may not be from an employer but can be a personal reference.
- All volunteers should receive an induction and be given clear written guidance on responsibilities, acceptable behaviour and limits to their role.

7. Supervisory arrangements for the management of out of school hours activities.

We will aim to protect children from abuse and team members from false allegations by adopting the following guidelines:

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

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

- The Designated Person will contribute to the child protection investigation (Section 47) and attend or contribute to the Strategy meetings.
- The Designated Person will attend the Initial Child Protection Conference to share any relevant information and provide a written report for the conference.
- If the child is placed on the Child Protection Plan, the Designated Person is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences.
- Information will be shared with staff on a need to know basis but key personnel working with child should have sufficient information to support them in their work with that child.
- If a child with a Child Protection Plan has an unexplained absence from school, the Designated Person will inform the Social Worker.

9. Support and Training

We are committed to the provision of safeguarding training for all our team members.

In addition to the basic safeguarding training, the Designated Person undertakes training in inter-agency working and refresher training at 2 yearly intervals to keep her knowledge and skill up to date. She has also undertaken the 'Prevent Strategy' training which covers all types of terrorism and extremism, including the extreme right wing, violent Islamist groups and other causes.

All other staff undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 2 yearly intervals and as and when new legislation is introduced.

10. Record Keeping

- DCSF guidance says that the Designated person should keep detailed, accurate, secure written records of referrals and concerns. These are kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order.
- Bexley LSCB promotes high quality record keeping in respect of all concerns about children's welfare. At Belvedere Infant and Nursery School, records are completed in a timely manner and include all relevant information such as dates, times, others involved, witnesses etc. All records are signed and dated. The child's confidential record includes a front sheet chronology of concerns to support the understanding of the impact of past concerns, patterns and escalation of concerns.
- If a child transfers to another school or other educational establishment, the Designated Person forwards the child protection file to a named person at the receiving school / establishment under separate cover from the academic records. The file is marked '*confidential, to be opened by addressee only*' and sent via Registered Mail. A transfer receipt is enclosed and this needs to be returned by the receiving school.
- The Designated Person retains a scanned copy of the child protection file, which is stored in a secure cabinet accessible only by appropriate senior staff members. From July 2018 Child Protection records have been stored digitally on a password protected system. Child Protection records about a pupil who has ceased to be of compulsory school age are archived, catalogued and retained until the young person reaches 25 years of age.

- When making a referral, the referrer should keep a written record of:
 - i. Discussions with child
 - ii. Discussions with parent/s
 - iii. Discussions with staff
 - iv. Information provided to Children's Social Care
 - v. Advice given and decisions taken (time, date and signed)
- The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.
- The School will ensure that we keep up-to-date personal data records of all the children by regularly reminding parents to inform us of any change in family circumstances and requesting an annual update.

11. Confidentiality and Information Sharing

We recognise that all matters relating to child protection are confidential.

- The Head teacher or Designated Person will disclose personal information about a pupil to other members of staff on a need to know basis only.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. Guidance can be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

When considering sharing information the staff will consider the seven golden rules:

1. Remember that the GDPR are not a barrier to sharing information, they provide the framework
2. Be open & honest with the person from the outset about how information may be shared
3. Seek advice, do not fail to share information because you are unsure what to do
4. Share with consent where appropriate & respect the wishes of those who refuse consent unless you believe that there is a risk of harm to child if the information is not shared
5. Consider safety and well-being of the child and base information sharing decisions on this
6. Ensure all information shared is **Necessary, Proportionate, Relevant, Accurate, Timely & Secure**. Ensure any third party or hearsay information is identified as such and that you have consent to share it
7. Keep a record of your decision and reasons for it, record what you have shared, with whom and the purpose.
 - All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
 - We will always undertake to share our intention to refer a child to Children's Social Care with their parents / carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Children's Social Care or Bexley Safeguarding Children Service (0203 045 5440) on this point.

13. Safer working practice for staff

1. Interviewing Pupils

All staff, male or female, should be aware of the potential risks (i.e. false allegations against staff) of interviewing a pupil alone, particularly if the pupil has an experience of sexual/emotional abuse. Interviewing individual pupils is an integral part of our work and therefore staff should exercise

their own professional judgement and a degree of caution in these situations. All staff should try to ensure that they are not in a compromising position where allegations can be made against them.

Suggested protective measures to consider:

- ask another person (teacher or pupil's friend – as appropriate to the content) to sit in on the interview:
- sit in a room where it is possible to be observed through a window or glass-panelled door:
- do not close the door of the room, if you are not clearly visible from outside the room.

2. Transporting Pupils

Situations often arise, which require a member of staff to take a pupil home. Staff should be aware of the risks involved in this; when a pupil has to be taken home, a male teacher should not normally transport a girl in his car unless he is accompanied by a female colleague. It may be better for female staff to carry out this task so that male staff can be protected from false allegations. No staff should be alone with a pupil in this situation.

3. Use of Technology

All staff in our school will use technology to support and promote the learning and welfare of the children. However certain safeguards should be remembered:

- Mobile phones - Staff will NOT give any child their personal mobile phone number and will not contact the child on the child's mobile phone either by voicemail or by texting without the consent of the parent and in line with the school's policy in respect of use of mobiles
- Staff will ensure Bluetooth is disabled when on school premises on all personal mobiles and laptops
- Communication by email should only be through the school's email system and personal emails must not be shared with children
- Use of Internet: Staff will NOT access or expose children or young people to unsuitable material on the internet. Staff will ensure that they follow the School's e-safety policy about access to and use of the internet.
- All members of staff will have read, agreed and signed the Acceptable Use Policy (AUP).

This policy should be given to all new employees and made freely available to all staff and parents / carers.

Date: September 2018

To be reviewed: September 2019

Jennifer Whysall

Designated Person

Signature

Deputy Designated Person (if applicable)

Signature

'Named' Governor for Child Protection

Signature

**Includes and refers to Safeguarding Procedures*

Chair of Governors

Signature

Appendix 1

References, Procedures, Protocols and Assessment tools

London Child Protection Procedures

http://www.londoncp.co.uk/chapters/A_contents.html

London Child Protection Procedures and Practice Guidance for all professionals working with children – updated September 2018

Threshold Document: Continuum of Help and Support - provides information on the levels of need and gives examples of some of the factors that may indicate a child or young person needs additional support

http://www.londoncp.co.uk/files/revised_guidance_thresholds.pdf

Working Together to Safeguard Children 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

Barnardo's Multi-Agency Domestic Violence Risk Identification Matrix
(LCPP Supplementary procedures)

www.londonscb.gov.uk/files/procedures/dv/dv_risk_assessment_matrix_final.pdf

MULTI-AGENCY PROTOCOL

Safeguarding Children and Unborn Children whose Parents or Carers have Substance Misuse Problems

http://bexley.proceduresonline.com/pdfs/sg_child_subs_misuse.pdf

Advice for practitioners providing safeguarding services to children, young people, parents and carers with regard to information sharing

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Inspecting safeguarding in early years, education and skills settings

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/547327/Inspecting_safeguarding_in_early_years_education_and_skills_settings.pdf

Bexley Common Assessment Framework Guidance & Forms

www.bexley.gov.uk/index.aspx?articleid=4647

Bexley Inter-agency Referral Form for Children Social Care

<http://www.bexley.gov.uk/index.aspx?articleid=4092>

Statutory framework for the early years foundation stage 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf

Inspecting safeguarding in early years, education and skills from September 2015

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>

Disclosure and Barring Service

<https://www.gov.uk/disclosure-barring-service-check/overview>

Combating Bullying & Discriminatory Behaviour Strategy

www.bexleyiscb.org.uk/bexley_policies_and_procedures.html

Information Sharing Guidance

<https://www.gov.uk/government/publications/information-sharing-for-practitioners-and-managers>

Integrated Working without Boundaries - Pan London CAF Protocol

<http://democracy.bexley.gov.uk/mgConvert2PDF.aspx?ID=12586>

Inter-agency Protocol to meet Needs of Children Whose Parents have a Learning Difficulty or Disability

<http://democracy.bexley.gov.uk/mgConvert2PDF.aspx?ID=12586>

Statutory guidance on children who run away or go missing from home or care

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care_3_.pdf

London Child Protection Procedures

<http://www.londoncnp.co.uk/>

Keeping Children Safe in Education 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

What to do if you are worried a Child is being Abused 2015

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

When to Suspect Child Maltreatment (NICE)
www.nice.org/CG89

'Worried about a Child....?' Bexley Children Social Care Threshold leaflet available from Children & Young People's Services

What to do if you suspect a child is being sexually exploited
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Safeguarding women and girls at risk of FGM
<https://www.gov.uk/government/publications/safeguarding-women-and-girls-at-risk-of-fgm>

Children missing education: Statutory guidance for local authorities
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf