




St Edward's Church of England
Primary School

Safeguarding and Child Protection Policy

July 2016

(Local Authority Policy pending adoption by Governing Body)

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	Name of School	St Edward's C of E Primary School
	Policy review Date	September 2016
	Date of next Review	September 2017
	Who reviewed this policy?	Stephanie Ellner
	Date approved by Governing body	
	Designated Safeguarding Lead	Stephanie Ellner
	Designated Safeguarding deputy 1	Steve Wright
	Designated Safeguarding deputy 2	Rachel Wedgwood
	Safeguarding Governor	Esther Harry
	Headteacher	Stephanie Ellner
	Chair of Governors	Sarah Cansell

Safeguarding and Child Protection Policy for Schools December 2016

- 1.0 The purpose of this document is to assist all staff to safeguard and protect children who are at risk of abuse or neglect and promote their well-being.
- 2.0 At St Edward's Church of England Primary School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.
- 3.0 This policy and procedures should be read in conjunction with:
- London Safeguarding Children Procedures 5th edition;
 - Working Together to Safeguard Children 2015;
 - Keeping children safe in education 2016;
 - School online safety policy;
 - Schools Code of Conduct;
 - Staff Acceptable Use Agreement.
- 4.0 The safeguarding of children is everyone's business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This includes:
- 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.
- 5.0 The Children Act 1989 defines a child as being up to the age of 18 years; it also defines significant harm and the roles and responsibilities of Children's Social Care and the Police.

6.0 **Legislation related to safeguarding in schools**

- Keeping Children Safe in Education (May 2016).

7.0 **Education**

- The Children Act 1989 and 2004
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Further Education (Providers of Education) (England) (Regulations) 2006
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/1201, SI 2012/1825, SI 2012/3158
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- The Education (Independent School Standards) Regulations 2014

8.0 This policy and the following procedures apply to all paid staff, volunteers and governors working with or in St Edward's School.

9.0 **Significant Harm**

9.1 There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism, and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the family's strengths and supports.

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

- Physical Abuse;
- Emotional Abuse;
- Sexual Abuse;
- Neglect.

- 9.3 It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting or online 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.
- 9.4 Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect for a child are compatible with this aim. If there are concerns about a child's welfare that do not meet the thresholds of child abuse the school will consider whether the Early Help approach should be considered. Remember early identification of concerns and the use of Early Help to develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

10.0 Context

- 10.1 The content of this policy is applicable to all paid staff, volunteers and Governors.
- 10.2 The governors and staff of St Edward's School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our children from harm.
- 10.3 All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.
- 10.4 The aims of this policy are:
- to support the child's development in ways that will foster security, confidence and independence;
 - to raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- 10.5 Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
- to provide a systematic means of monitoring children known or thought to be at risk of harm;
 - to support pupils who have suffered abuse in accordance with their agreed Child Protection Plan;
 - to emphasise the need for good levels of communication between all members of staff;
 - carefully follow the procedures for recruitment and selection of staff and volunteers, ensuring that all adults within our school who have access to children have been checked as to their suitability;
 - to set out a structured procedure within the school community in cases of suspected abuse;

- sharing information about child protection and good practice with children, parents and carers, staff and volunteers;
- to develop and promote effective working relationships with other agencies, especially the Police and Social Care. Sharing information about concerns with agencies who need to know, and involving parents and children appropriately;
- to ensure all staff are aware of the school's code of conduct;
- to ensure all staff have signed the AUP - acceptable use policy;
- providing effective management for staff and volunteers through support, supervision and training.

10.6 Equality

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

11.0 Procedures

- 11.1 Our school procedures for safeguarding children will be in line with the London Borough of Havering and Havering Local Safeguarding Children's Board procedures. Edition 5 of the London Child Protection Procedures provides comprehensive guidance. We will ensure that:
- we have a Designated Safeguarding Lead who has responsibility for Child Protection and who undertakes regular training for this role;
 - we have two designated Safeguarding deputies who will act in the Designated Safeguarding lead's absence;

- the Safeguarding and child protection team are:
 - o Stephanie Ellner, Head Teacher
 - o Steve Wright, Deputy Head
 - o Rachel Wedgwood, Learning Support and Inclusion Manager
- the Safeguarding lead is the Head Teacher of St Edward's Primary School.
- those named above have received appropriate training. The Designated Safeguarding Lead and their deputies will undertake formal training at least every two years. The Safeguarding Team will keep themselves up to date throughout the year.
- all school staff will receive training at least every year;
- we have a designated Governor for Child Protection/Safeguarding. This person is Esther Harry.

11.2 In the event that there are concerns about a child the Designated Safeguarding Lead will access the London Borough of Havering MASH threshold document and the London Child Protection Procedures 5th edition to inform their decision making process with regard to the presenting safeguarding concerns.

11.3 The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of the children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer significant harm.

11.3.1 All members of staff will develop their understanding of the signs and indicators of abuse and their responsibility for referring any concerns.

11.3.2 All new members of staff will be given a copy of our safeguarding and child protection procedures as part of their induction into St Edward's School.

11.3.3 All members of staff will read Keeping Children safe in Education 2016, section 1. Senior Leadership will support all staff in understanding this key document and implementing it in their practice.

11.3.4 All members of staff will be expected to know how to access edition 5 of the London Child Protection Procedures at <http://www.londoncp.co.uk/>.

11.3.5 All members of staff will know how to respond to a pupil who discloses abuse. It is vital that our actions do not abuse the child further or prejudice further enquiries, for example,

- stay calm, listen to the child, if you are shocked by what is being said try not to show it;

- do not promise confidentiality, you can however promise privacy, reassure the child they have done the right thing, explain who you will have to tell and why;
- if a child is making a disclosure the pace should be dictated by the child, do not ask leading questions for example, 'what did they do next?' It is our role to listen not to investigate. Use open questions such as 'is there anything else you wish to tell me';
- accept what they are telling you, do not make judgements;
- reassure the child that they have done the right thing in telling you. Do acknowledge how hard it was for them to tell you;
- don't criticise the perpetrator, this may be someone they love;
- tell them what you will do next and with whom the information will be shared;
- pass this information on immediately to your Designated Lead or Deputy Designated Lead in his/her absence.

11.4 All staff, in the absence of a member of the safeguarding team, may raise concerns directly with MASH (including Children's Social Care and Police).

11.5 After a child has disclosed abuse, the Designated Lead should carefully consider whether or not it is safe for a child to return home to a potentially abusive situation. The Designated Lead should take immediate action to contact MASH (including Children's Social Care and Police) to discuss putting safety measures into effect.

11.5.1 All staff must report all information immediately, on the same working day, to the Designated Safeguarding Lead, or in their absence to the Safeguarding Deputy.

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

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

11.5.4 All parents, as part of the child induction process, will be made aware of the Safeguarding and Child Protection Policy which is on the school website at www.stedwardsva.net.

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

12.0 Types of abuse and neglect

- 12.1 These definitions are from “Working Together” (March 2015) and “Keeping Children Safe in Education” (May 2016).
- 12.2 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.
- 12.3 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 12.4 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying / online bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 12.5 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- 12.6 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

12.7 **Child sexual exploitation (CSE):** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

12.8 **Female Genital Mutilation (FGM):**

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure. Under no circumstances should school staff physically examine pupils. Unless there are exceptional circumstances, concerns about FGM should be taken to the DSL, rather than the police.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

12.9 **Prevent, Radicalisation and Extremism:**

Schools duty under the counter terrorism and security act.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

12.10 **Sexting**

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content. These are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. This School will

not tolerate sexting, it is inappropriate and illegal amongst young people and can have extremely damaging and long-lasting consequences. Sexting is unacceptable behaviour. The misuse of electronic communication, such as sexting, inappropriate comments on Facebook, being the object of cyber-bullying and online grooming are all potential safeguarding concerns. We have a responsibility to work with parents and carers in ensuring that all pupils are fully aware of the dangers and possible repercussions of sexting.

13.0 Possible Signs & Symptoms of Abuse

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

13.2 Physical Abuse

- unexplained injuries, bites, bruises or burns, particularly if they are recurrent;
- improbable excuses given to explain injuries;
- refusal to discuss the causes of injuries;
- untreated injuries;
- disclosure of punishment which appears excessive;
- withdrawal from physical contact/aggressive behaviour;
- arms & legs kept covered in hot weather (excluding for reasons of cultural dress);
- fear of returning home;
- fear of medical help;
- self-destructive tendency;
- running away.

13.3 Emotional Abuse

- physical, mental, emotional or developmental lag;
- domestic violence;
- disclosure of punishment which appears excessive;
- over-reaction to making mistakes or fear of punishment;
- continual self-deprecation;
- sudden speech disorders;
- fear of new situations;
- inappropriate responses to painful situations;
- neurotic behaviours;
- self-harm;
- fear of parents being contacted;
- extremes of passivity or aggression;
- drug or solvent abuse;
- running away;
- compulsive stealing, scavenging.

13.4 **Sexual Abuse**

- sudden changes in behaviour;
- displays of affection which are inappropriate;
- alleged promiscuity or sexualised behaviour;
- fear of undressing;
- regression to younger behaviour;
- inappropriate internet use and possible 'grooming' concerns;
- genital itching or other genital/anal pain/injury;
- distrust of familiar adult;
- unexplained gifts of money, mobile phones etc.;
- depression and withdrawal;
- apparent secrecy about social activities or the identity of "special friends";
- wetting or soiling, day and night;
- sleep disturbances or nightmares;
- chronic illness, especially throat infections and sexually transmitted disease.

13.5 **Neglect**

- constant hunger;
- poor personal hygiene;
- constant tiredness;
- poor state of clothing;
- frequent lateness or non-attendance at school;
- untreated medical problems or unmet special needs;
- low self-esteem;
- neurotic behaviour;
- poor social relationships;
- deterioration in school performance;
- running away;
- compulsive stealing or scavenging.

13.6 **Child sexual exploitation (CSE)**

An imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

13.7 **Staff should be aware of the key indicators of children being sexually exploited** which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;

- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

13.8 Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

14.8.0 Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

13.8.1 Boyfriend:

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.

13.8.2 Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

13.9 **Female Genital Mutilation (FGM):** Risk factors for FGM include:

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

13.9.1 **Symptoms of FGM**

- FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM;
- Indications that FGM may have already taken place may include:
 - difficulty walking, sitting or standing and may even look uncomfortable;
 - spending longer than normal in the bathroom or toilet due to difficulties urinating;
 - spending long periods of time away from a classroom during the day with bladder or menstrual problems;
 - frequent urinary, menstrual or stomach problems;
 - prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;
 - reluctance to undergo normal medical examinations;
 - confiding in a professional without being explicit about the problem due to embarrassment or fear;
 - talking about pain or discomfort between her legs.

13.10 **Prevent, Radicalisation and Extremism:** Recognising Extremism - Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views;
- advocating violence towards others.

13.11 Handling sexting and nude selfie incident

UKCCIS "Sexting in schools and colleges" will be used to triage concerns. This extract gives the initial actions that should be taken:

There should always be an initial review meeting, led by the DSL. This should consider the initial evidence and aim to establish:

- whether there is an immediate risk to a young person or young people;
When assessing the risks the following should be considered:
 - Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
 - Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
 - Are there any adults involved in the sharing of imagery?
 - What is the impact on the pupils involved?
 - Do the pupils involved have additional vulnerabilities?
 - Does the young person understand consent?
 - Has the young person taken part in this kind of activity before?
- If a referral should be made to the police and/or children's social care;
- If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed;
- What further information is required to decide on the best response;
- Whether the imagery has been shared widely and via what services and/or platforms (This may be unknown);
- Whether immediate action should be taken to delete or remove images from devices or online services;
- Any relevant facts about the young people involved which would influence risk assessment;
- If there is a need to contact another school, college, setting or individual;
- Whether to contact parents or carers of the pupils involved - in most cases parents should be involved.

An immediate referral to police and/or children's social care should be made if at this initial stage:

1. The incident involves an adult;
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs);
3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent;
4. The imagery involves sexual acts and any pupil in the imagery is under 13;

5. You have reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

If none of the above apply then a school may decide to respond to the incident without involving the police or children's social care (a school can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and if appropriate local network of support.

14.0 **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

- 14.1 A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.
- 14.2 Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.
- 14.3 Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.
- 14.4 Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.
- 14.5 School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.
- 14.6 On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

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

- 15.1 You must report the concerns immediately, on the same working day, to the Designated Safeguarding Lead or their deputies. You may report verbally, but this must be followed up by a written account, on the same working day.

15.2 The role of the Designated Lead is to:

- 15.2.1 obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information;
- 15.2.2 assess the information quickly and carefully and ask for further information as appropriate;
- 15.2.3 they should also consult with Havering services in the first instance:
MASH including Early Help
LADO
- 15.2.4 the Designated Lead should make a referral to the MASH (social care / police) or the police without delay if it is agreed during the consultation or if there is an immediate risk to the child;
- 15.2.5 the referral should be made to the MASH team in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the MASH team in that borough / authority;
- 15.2.6 a telephone referral should be made and confirmed in writing using a MASH referral form within 48 hours. The MASH team should acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days;
- 15.2.7 following referral, the MASH team should, within one working day, consider the next course of action, record their decision in writing and notify the Designated Lead;
- 15.2.8 suspicions will not be discussed with anyone other than those nominated above;
- 15.2.9 it is the right of any individual to make direct referrals to the child protection agencies. If for any reason you believe that the Designated Lead has not responded appropriately to your concerns, it is then your responsibility to contact the MASH and the LADO directly.

16.0 Responsibilities

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

- 16.1.1 adhering to the Havering LSCB, London Borough of Havering and school procedures with regard to referring a child if there are concerns about possible abuse;
- 16.1.2 keeping full written chronological records of in school concerns about a child even if there is no need to make an immediate referral;
- 16.1.3 ensuring that all such records are kept confidentially and securely and are separate from pupil records;
- 16.1.4 ensuring that an indication of further record-keeping is marked on the pupil records;
- 16.1.5 checking the attendance of children subject to a Child Protection Plan on daily basis;
- 16.1.6 ensuring that any child currently who is subject to a Child Protection Plan who is absent without explanation is referred to MASH (Social Care);
- 16.1.7 ensuring that where any child currently who is subject to a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed. A digital copy of the child's information will be retained by St Edward's Primary School.

17.0 Supporting Children

- 17.1 We recognise that a child who is abused or witnesses violence and/or abuse may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.
- 17.2 We recognise that the school may provide the only stable, secure and predictable element in the lives of children who have been abused or who are at risk of harm.
- 17.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 17.4 St Edward's Primary School will support all children through:
 - the curriculum;
 - the school ethos;
 - encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying;
 - promoting a caring, safe and positive environment within the school, giving children a sense of being valued;
 - ensuring children know there are adults in the school whom they can approach if they are worried;
 - liaising and working together with all other support services and those agencies involved in the safeguarding of children;

- notifying MASH (Social Care) as soon as there is a significant concern;
- providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school.

18.0 Confidentiality and Information Sharing

We recognise that all matters relating to Child Protection are confidential

Department for Education (DfE), information sharing protocols 2015 will be adhered to at all times.

The Headteacher, Designated Safeguarding Lead, or staff generally will disclose any information about a child to other members of staff on a need to know basis only.

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.

19.0 Supporting Staff

We recognise that staff working in St Edward's Primary School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to discuss the situation with the Designated Safeguarding Lead and to seek further support as appropriate.

20.0 Safer Recruitment

At St Edward's Primary School we will ensure we practice Safe Recruitment by undertaking enhanced DBS checks of staff and volunteers who work with children. Recruitment adverts will highlight the priority that the school places on this and the schools commitment to safeguarding.

The school will follow the guidance set out in Keeping Children Safe in Education 2016, and in line with the Local Authority and Local Safeguarding Children's Board procedures, these being the 5th edition of the London Child Protection Procedures 2015.

21.0 Allegations against pupils – peer on peer abuse

- 21.1 The school recognises the different forms peer on peer abuse, and is clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".
- 21.2 Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- 21.3 Professionals should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- 21.4 Professionals should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.
- 21.5 The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or Sexual Abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, Significant Harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.
- 21.6 If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:
- there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
 - the perpetrator has repeatedly tried to harm one or more other children; or
 - there are concerns about the intention of the alleged perpetrator.

21.7 If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

22.0 Allegations against staff

22.1 At St Edward's Primary School we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay or where that is not possible, to the LADO; any concerns about the Headteacher should go to the Chair of Governors and the LADO.

22.2 We understand that a child or 3rd party may make an allegation against a member of staff.

22.3 We understand that an allegation is wider than just those where it is considered that there is reasonable cause to believe that a child has suffered or is at risk of suffering significant harm. Some allegations may indicate that a staff member is unsuitable to work with children.

22.4 We will be guided by Working Together 2015 which defines an allegation as:

- 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 that they are unsuitable to work with children.

22.5 If such an allegation is made, the member of staff receiving the allegation, or having the concern, will immediately inform the Headteacher, this must be done on the same working day.

22.6 The Headteacher on all such occasions will discuss immediately, on the same working day, the content of the allegation with Local Authority Designated Officer (LADO), before taking any further action.

22.7 If the allegation made to a member of staff concerns the Headteacher, the member of staff will immediately inform the Chair of Governors who will consult with the Local Authority Designated Officer (LADO), this must be done on the same working day. If the Chair of Governors is not available, the member of staff must make direct contact with the LADO.

22.8 The school will not internally investigate until instructed by the LADO.

22.9 The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school. These are also contained in the London Child Protection Procedures 5th edition 2015.

23.0 Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff must be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

Further information is available in our separate policy on Managing Allegations / Whistleblowing.

24.0 Physical Intervention

Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that all times it must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. Staff need to be aware that if a child sustains an injury as a result of physical intervention Safeguarding and Child Protection processes must be adhered to.

25.0 Bullying

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

26.0 Racial Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

27.0 Health & Safety

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

28.0 Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;

- ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

29.0 Other Relevant school policies

Managing Allegations / Whistleblowing Policy

Physical Intervention Policy

Behaviour Policy

Anti-Bullying Policy

Racial Incidents Policy

Health & Safety Policy

Online Safety Policy

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

The Designated Lead and team will contribute to the child protection investigation and attend or contribute to the Strategy meetings.

The Designated Lead or deputy 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 Lead or deputy is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences.

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 Lead will inform the Social Worker.

31.0 Support and Training

We are committed to the provision of safeguarding training for all our team members, paid and voluntary and we recognise that staff must be regularly updated. Safeguarding and Child Protection is always part of start of year professional development and induction every September.

In addition to the basic safeguarding training, the Designated Lead and Team undertake training in inter-agency working at least bi-annually to keep their knowledge and skill up to date.

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 annual refresher training – this training cycles round a range of key topics. This will be additionally supported every year with training and updates provided by the Designated Lead through staff meetings, training days, written updates and briefings.

Staff will be required to sign that they have read Part One: Safeguarding information for all staff of "Keeping Children Safe in Education" (2016).

32.0 Record Keeping

- 32.1 DfE guidance says that the Designated Lead will keep detailed, accurate, secure written records of referrals and concerns. These should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order.
- 32.2 Havering LSCB promotes high quality record keeping in respect of all concerns about children's welfare. The records should be completed in a timely manner and include all relevant information such as dates, times, others involved, witnesses etc. All records should be signed and dated. The child's confidential record should include a front sheet chronology of concerns to support the understanding of the impact of past concerns, patterns and escalation of concerns.
- 32.3 If a child transfers to another school or other educational establishment, the Designated Lead must forward securely the child protection file to a named person at the receiving school/establishment under separate cover from the academic records. The file should be marked 'confidential, to be opened by addressee only.'
- 32.4 The Designated Lead should retain a digital copy of the child protection file, this can be digital which should be stored in a secure area accessible only by appropriate senior staff members. Child Protection records about a student who has ceased to become of compulsory school age should be archived and catalogued. Records must be kept until a child reaches 25 years of age, child protection records must be kept for 35 years after the child leaves the school.
- 32.5 When making a referral, the referrer should keep a written record of:
- discussions with child;
 - discussions with parent/s;
 - discussions with staff;
 - information provided to the MASH;
 - advice given and decisions taken (clearly times, dated and signed).
- 32.6 The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.
- 32.7 St Edward's Primary 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.

33.0 Confidentiality and Information Sharing

- 33.1 We recognise that all matters relating to child protection are confidential.
- 33.2 The Headteacher or Designated Lead will disclose personal information about a student to other members of staff on a need to know basis only.
- 33.3 However, all staff must be aware that they have a professional responsibility to share

information with other agencies in order to safeguard children.

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

- remember that the Data Protection Act is not a barrier to sharing information, it provides the framework;
- be open & honest with the person from the outset about how information may be shared;
- seek advice, do not fail to share information because you are unsure what to do;
- 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;
- consider safety and well-being of the child and base information sharing decisions on this;
- ensure all information shared is Necessary, Proportionate, Relevant, Accurate, Timely & Secure. Ensure any third party or hearsay information is identified and that you have consent to share it;
- keep a record of your decision and reasons for it. Record what you have shared, with whom and the purpose.
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33.5 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.

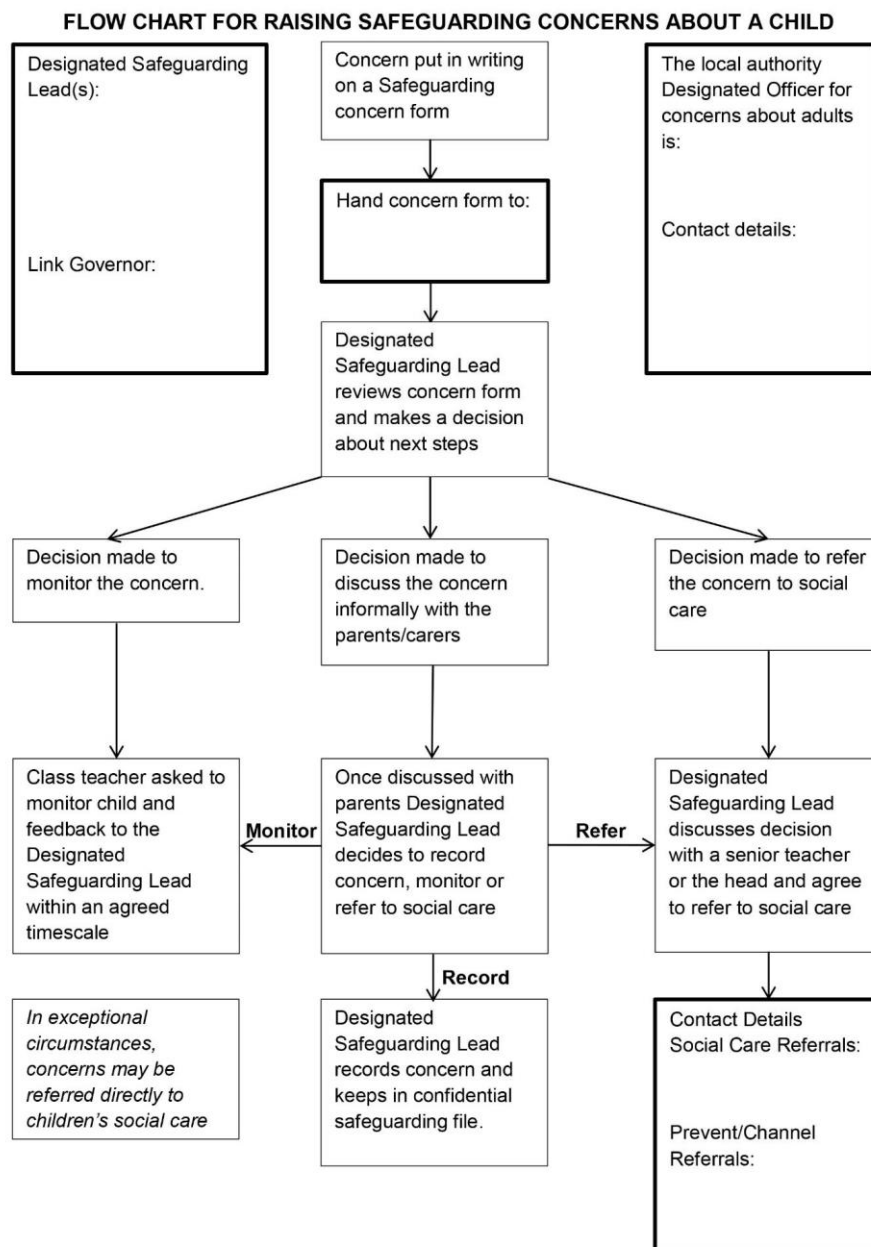
34.0 Supervisory arrangements for the management of out of school hours' activities.

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

35.0 Key contacts

- 35.1 MASH 01708 433222 (01708 433999 out of hours)
<https://www.havering.gov.uk/Pages/Services/Children-and-young-people-child-protection.aspx?l1=100014&l2=200127>
- 35.2 LADO – Lisa Kennedy – 01708 431653 - lado@havering.gov.uk
<https://www.havering.gov.uk/Pages/ServiceChild/Local-authority-designated-officer.aspx>
- 35.3 Prevent – PC Greig Urquhart, S015 Counter Terrorism Command
Prevent Officer, Barking & Dagenham and Havering
07766227261
Greig.Urquhart@met.pnn.police.uk
- 35.4 Safeguarding governor – Yvonne Howson, c/o St Edward's Primary School
- 35.5 Designated Lead – Mrs Stephanie Ellner, 01708 745971
Other members of Safeguarding Team – Mr Steve Wright, Mrs Rachel Wedgwood and Mrs Tracy MacDonald, 01708 745971

36.0 Where to go for further information:



Safeguarding Flowchart v.3.2

www.safeguardingschools.co.uk

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36.1 Havering LSCB

<https://www.havering.gov.uk/Pages/Category/Havering-Safeguarding-Childrens-Board.aspx?l1=100014>

36.2 Havering Threshold Document and Descriptors

<https://www.havering.gov.uk/Pages/Category/Safeguarding-children.aspx>

36.3 Havering MARF guidance notes

<https://www.havering.gov.uk/Pages/ServiceChild/Multi-Agency-Safeguarding-Hub.aspx>

36.4 Havering Missing protocol

www.havering.gov.uk/missingchildren

36.5 Havering online CSE toolkit

<https://www.havering.gov.uk/Pages/Services/Sexual-exploitation.aspx>
<https://www.havering.gov.uk/Documents/Children-young-people-and-families/Havering%20safeguarding%20board/CSE-Toolkit.pdf>

- 36.6 London LSCB
<http://www.londonscb.gov.uk>
- 36.7 London Child Protection Procedures, edition 5, 2015
<http://www.londoncp.co.uk/>
- 36.8 DfE Guidance: Safeguarding practitioners: information sharing advice 2015
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- 36.9 DfE Statutory guidance: Working together to safeguard children 2015
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- 36.10 DfE Statutory guidance: Keeping children safe in education 2016
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- 36.11 DfE : Advice what to do if you are worried that a child is being abused 2015
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- 36.12 DfE Statutory guidance: Schools causing concern 2015
<https://www.gov.uk/government/publications/schools-causing-concern--2>
- 36.13 LGfL online safety policies
<http://os.lgfl.net>

- 37.0 Appendices (see attachments at end of policy)
 - 37.1 Breast Ironing

- 38.0 Templates (see attachments at end of policy)
 - 38.1 Havering LSCB Thresholds
 - 38.2 Sample concern form (for all - welfare and CP concerns should not be separated)
 - 38.3 Sample online safety concern form
 - 38.4 Sample running record (for Ofsted)
 - 38.5 S175 safeguarding audit
 - 38.6 Headteacher annual safeguarding report to Governors
 - 38.7 Online safety policy template
 - 38.8 Staff acceptable use agreement

Revised July 2016

Penny Patterson & Nora Hammond, HES