

SCHOOL CHILD PROTECTION POLICY & PROCEDURE

Date: June 2016	Review Date: June 2017
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CHILD PROTECTION - INTRODUCTION & POLICY

"THE WELFARE OF THE CHILD IS PARAMOUNT"

At Wandle Valley School the safety and welfare of our pupils is of the utmost importance. Because of the day-to-day contact with children, our staffs are well placed to observe the outward signs of abuse. All adults working in the school must protect children from harm and abuse and be aware that any pupil may be at risk of harm or abuse, including Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and Radicalisation / Extremism (Prevent Duty) and be aware that any pupil / student may be at risk.

We have a duty to safeguard and promote the welfare of our pupils (*students under 18 years in FE institutions*) under the Education Act 2002 and Children Act 1989 through identifying any child welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

In addition to our child protection policy, we have policies to cover the roles of staff, pupils and parents in respect of Health and Safety, Anti-bullying, E-safety, Positive Handling, Racism and Discrimination, FGM and Radicalisation / Extremism (Prevent Duty).

We also ensure that issues of child protection are raised with pupils through the Personal, Social and Health Education (PSHE) curriculum to cover Peer-on Peer Abuse and So-called Honour-base Violence. Our policy applies to all staff, Governors and Volunteers working in the school; pupils and parents are informed about this and our other policies in the school Prospectus. There are a number of elements to our policy:

- Ensuring safe recruitment practice in checking the suitability of all our staff and volunteers to work with children;
- Raising awareness of child protection issues amongst all staff and volunteers and of what to do if they have concerns. This includes raising awareness of any current issues such as, self-harm, child sexual exploitation, female genital mutilation and preventing radicalisation (see 'Keeping Children Safe in Education' *DfE, September 2016, Part 1*)
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Working with other local agencies to provide Early Help to promote the welfare of identified students and to prevent further problems arising ;(*Working Together to safeguard Children HM Government 2013 page 11*)
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences and core group meetings;
- Establishing and maintaining a safe environment in which children feel secure and are encouraged to talk freely about anything that concerns them;
- Ensuring children know there are adults in the school who they can approach if they are worried about anything;

- Including opportunities in the PSHE curriculum to develop and equip pupils with the skills needed to recognise risks and stay safe from abuse;
- Supporting pupils who have been abused or may be at risk of harm in accordance with any agreed child protection plan;
- Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer; and
- Ensuring staff follow accepted “safe practice” principles when working with pupils

If there are Child Protection concerns the **London Child Protection Procedures**

(5th Edition, London Safeguarding Children Board, 2014) must be followed (available on the school website, and also available from the Designated Safeguarding Lead. It can also be found at www.londonscb.gov.uk/procedures). The Sutton Local Safeguarding Children Board (LSCB) has adopted these procedures. This policy and procedure also accords with:

- “Working Together to Safeguard Children” (HM Government, 2015)
- “ Keeping Children Safe in Education” DFE September 2016 (KCSIE)

If lower level concerns or needs (i.e. not child protection) are identified about a particular (*pupil*) the Sutton Common Assessment Framework (flowchart available at www.sutton.gov.uk) should be followed.

DEFINITION

Safeguarding and promoting the welfare of pupils relates to any child or young person (i.e. under 18 years of age) who has suffered from, or **may be at risk of** physical injury, neglect, emotional abuse or sexual abuse and CSE, FGM and Radicalisation / Extremism.

Abuse is any 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.

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.

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), 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.

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.

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

Peer-on Peer Abuse: social pressure by members of ones peer group to take certain action, adopt certain values, or otherwise conform in order to be accepted.

RECOGNITION

The first indication of concern about a pupil's welfare is not necessarily the presence of a serious injury. Concerns may be because of:

- bruises or marks on a pupil's body;
- remarks made by the pupil, another pupil, a parent or another adult;
- observations of the pupil's behaviour, peer-on peer pressure;
- unexplained changes in the pupil's behaviour or personality;
- evidence of disturbance or explicit detail about abuse or possible abuse in a pupil's play, drawing or writing;
- evidence of neglect, failure to thrive or exposure to unnecessary risks;
- unauthorised absence from school
- information about the parent(s) / carer(s) of the child or their home background.
- misuse of information technology e.g. sexting, inappropriate comments on Facebook, cyber bullying and online grooming.

DESIGNATED STAFF FOR CHILD PROTECTION

Our Designated Safeguarding Lead is **Rose Rhule** and her deputies, when she is absent are **Maldwyn Fjord-Roberts** and **Lynda Harris**. They are responsible for child protection issues. Any member of staff concerned about a pupil should tell the Designated Safeguarding Lead immediately. If unavailable you should talk to whoever is deputising or senior member of staff. We also have a nominated Governor for child protection who is **Jenny Shiers**. The Designated Safeguarding Lead has a responsibility to:

- Liaise with the nominated Governor, the Multi Agency Safeguarding Hub (MASH), local authority Education and Children and Family Services, Police and other agencies on individual child protection cases;
- Act as the contact person within the school, providing advice and support and ensuring that all staff (including temporary, supply staff and volunteers and members of the governing body) are aware of their role;
- Be responsible for co-ordinating action within the school on child protection issues;
- Discuss individual cases with staff on a “need to know basis” to protect children's right to confidentiality;
- Oversee the planning of any curricular or other provision in relation to child protection matters;
- With any other relevant staff (e.g. class teacher, tutor, year head), represent the school at child protection meetings and be a member of a “Core Group” if required;
- Ensure staff are familiar with this Policy and Procedure, the London Child Protection Procedures, and any relevant guidance;
- Raise awareness about child protection on an ongoing basis;
- Together with the head teacher and local authority safeguarding children adviser, training and development officer, arrange child protection training for **all** (i.e. including ancillary) staff at least once every three years (and for new staff commencing work between whole school training sessions or absent for such sessions arrange attendance at induction sessions arranged by the local authority) and that all training undertaken is recorded on the schools Single Central Record (SCR);
- Ensure that they (the Designated Safeguarding Lead and the deputy) receive update training at least every 2 years; and logged on the (SCR)
- Attend the Sutton Child Protection Designated Lead Update Group once each term.

THE ROLE OF INDIVIDUAL STAFF

The *Teacher Standards 2012* state that teachers, including head teachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Everyone in the school must be alert to the possibility that any pupil, regardless of race,

religion, culture, class or family background, could be the victim of abuse or neglect, exploitation, FGM and Radicalisation / Extremism and must be familiar with these procedures as set out in KCSIE September 2016. All staff must read Part 1 of KCSIE and a record logged on the SCR.

Concern about a pupil must be discussed with the Designated Safeguarding Lead immediately so that if necessary, a referral can be made without delay. In urgent situations, referral must not be delayed.

Members of staff should **not** investigate child protection / safeguarding concerns, but gather information including any witnesses of an incident. An investigation is done by Children's Social Services and or Police. However, if a pupil says something, it is vital to listen carefully, so you can record and report it accurately and pass onto the Designated Safeguarding Lead as soon as possible.

CONFIDENTIALITY OF RECORDS

Our pupils and their parents have the right to expect all staff to deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents and where appropriate pupil should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a young person. Child protection issues relating to individual cases must not be subject to open discussion in the staff room or elsewhere in the school.

Members of staff should also remember not to promise to pupils to keep "secrets" (see *procedure below*).

WORKING WITH CHILDREN

We recognise that young people, who are abused, neglected, or who witness abuse or neglect may find it difficult to develop a sense of self worth. They may feel helpless, humiliated and a sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives pupil's a sense of being valued;
- the school's behaviour policy which is aimed at supporting vulnerable pupils in the school; we will ensure that pupil's know that some behaviour is unacceptable and that they are valued and not blamed for any abuse which has occurred;
- liaison with other agencies that support pupils such as social care, the child and adolescent mental health service, and the educational psychology service; and
- ensuring that, where a pupil with a child protection plan leaves the school, their information is transferred to any new school immediately and that the social worker is informed.

INFORMATION SHARING

Information about safeguarding issues will be shared with staff in school on a 'need to know' basis.

When sharing information with other agencies, the school will follow the guidelines in 'Information Sharing, Advice for practitioners providing safeguarding services to children, young people, parents and carers' (HM Government, March 2015). A copy can be found in the staff shared area.

The principles that this documents sets out are that information sharing must be:

- Necessary and proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure
- Recorded

The most important consideration is whether sharing information is likely to safeguard and protect a child.

RECRUITMENT, SELECTION, TRAINING AND SUPERVISION OF STAFF AND VOLUNTEERS

In our recruitment and selection of staff and volunteers we will at all times adhere to the Government guidance contained within '*Working Together to Safeguard Children*' (HM Government, March 2015) and '*Keeping Children Safe in Education*' (DfE, September 2016)

In particular we will ensure that:

- For good practice, our interview panel includes at least one member who has completed safer recruitment training,
- that we always follow up gaps in previous employment,
- that we always require specific references from employers for the last five years and
- that for all posts, paid and voluntary, the appropriate Disclosure and Barring Service (DBS) information is received

We keep a single central record (SCR) of all staff with the date and outcome of their DBS check so at all times staff, pupils and parents can be assured this has been done.

The school is aware of and takes notice of the 'Disqualification by Association' Guidance 2015 where relevant to the school community and responds in a timely manner.

CONTRACTORS AND OUTSIDE SERVICES

We expect all contractors providing services within the school whose staff have access to school premises to comply with this policy and the attached procedure. The contractor or individual must agree to this in writing.

In particular we require any contractor or organisation delivering a service on behalf of the school or using our premises to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS information. Checks are usually only required if a contractor's member of staff will be left unsupervised.

This policy and procedure will also apply to any organisation using school facilities. They must agree to this in writing.

CHILD PROTECTION PROCEDURE

If concern arises about the welfare of a pupil the following procedure must be followed.

DO NOT DELAY

- Tell the Designated Safeguarding Lead (or one of the deputies) as soon as you can - it may be necessary to interrupt a lesson to do this - do not leave notes in the Designated Safeguarding Lead's pigeonhole as they may not get back to check their post until the end of the day once the student has gone home;
- Early referral gives more time to offer help to the student and family before the situation becomes severe or serious;
- When the matter is already severe or serious, early referral gives more time for others to protect the student;
- The Designated Safeguarding Lead may consult Children's Social Services and MASH.

MAKE WRITTEN NOTES

- At the earliest opportunity make a written record of your concerns - record facts accurately and be clear when you are expressing an opinion and the basis for this - these notes will help to ensure accuracy in recalling events later - notes should be legible, signed and dated;
- These notes must be given to the Designated Safeguarding Lead as soon as possible.

CONCERN FROM SOMETHING THE CHILD SAYS

Listen - do not ask questions or interrogate. Consider interpreting services if English is a second language. Consider using a signer or communication aid if student has special needs.

Remain calm - if you are shocked, upset or angry the pupil will sense this and this could stop them from saying more.

Reassure - the pupil has done nothing wrong - tell them it is alright to talk.

Do not promise to keep it secret - tell the pupil you cannot keep the matter secret and will need to take advice from someone who can help.

REFERRAL PROCESS

If a member of staff wishes to make a referral to Children's Social Care or to the Police they should consult the Designated Safeguarding Lead (or one of the deputies) about how to do this. However, referral must not be delayed - if the Designated Safeguarding Lead or deputies are not available a senior member of staff should be advised and the referral made (see *London Child Protection Procedures for details*). The Sutton Multi Agency Safeguarding Hub (MASH) or the Education Safeguarding and Well-being Lead will be happy to discuss concerns even if you are not sure at that stage that a referral needs to be made. The Designated Safeguarding Lead (or one of the deputies) must be notified. Guidance on how to make a referral can be found at <https://www.sutton.gov.uk/index.aspx?articleid=9433>

(Additional information is also available in the London Child Protection Procedures for details)

REMEMBER

- if in doubt, consult;
- do not ignore concerns, even if these are vague;
- your first responsibility is to the *(pupil/student)*; and
- if you need help or support to manage your own feelings, this can usually be provided.

CONTACT WITH THE FAMILY

Contact with the family should be discussed with the Designated Safeguarding Lead, who may consult the Sutton Multi Agency Safeguarding Hub (MASH) or the Education Safeguarding and Well-being Lead

In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the student from harm), the student (as appropriate), parent or carer should be informed that the matter must be referred to the MASH

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between school staff and the family about sources of help (e.g. Children's Social Care), but if concerns persist, the Designated Safeguarding Lead will need to refer to the MASH and will normally advise the family of this.

In cases where there are suspicions of sexual abuse, Fabricated or Induced Illness (FII) or if it is felt involving the family at this stage will put the child at greater risk, the Designated Safeguarding Lead will seek immediate advice from the MASH before discussing this with the family.

RECORDING

- All records relating to child welfare concerns will be kept on the pupil's file and the file

- will be kept secure - a chronology of concern should be kept in the front of the records;
- where there are concerns about a pupil, our file (if paper) is easily distinguishable from others where there are no concerns and our electronic files have an appropriate “flag” to indicate there are concerns about the pupil;
 - We will keep written records of any concerns about pupil’s, even where there is no need to refer the matter immediately;
 - Information from records will only be accessed by staff on a "need to know" basis;
 - Key staff will need to know when a pupil is subject to a Child Protection Plan (previously the Child Protection Register), so they can monitor the pupil's welfare;
 - Records relating to the pupil's welfare will remain on the pupil's file as long as the pupil is a pupil at the school;
 - When the pupil leaves the school, the new school will be advised in writing that our records contain information about child protection concerns even where these are no longer current. Records should be sent in a way that is lawful in terms of the requirements of the Data Protection Act.

CONCERN ABOUT A STAFF MEMBER, CARER OR VOLUNTEER

- Allegations or concerns about a member of staff, worker or volunteer must immediately be notified to the Head teacher (or the Chair of Governors if the concern is about the Head teacher);
- The Head teacher (or Chair of Governors) will always consult the Designated Officers (in Sutton, this person is still known as the Local Authority Designated Officer or LADO) within one working day (contactable through the Children and Family Service). The LADO will conduct any investigation, convene a Senior Strategy Meeting and involve other agencies as appropriate.
- Following consultation, the Head teacher (or Chair of Governors) will decide on appropriate action:
 - consider a Senior Strategy meeting
 - consideration of disciplinary proceedings
- it is important to bear in mind that although the concern may relate to an individual student, other students may also be at risk;
- The procedures are in Sutton LSCB Procedure, Working Together to Safeguard Children 2015 Chapter 2, Para4, “Dealing with allegations of abuse against teachers and other staff and KCSIE (DFE September 2016)
- When appropriate with guidance from the LADO, consideration will be given to referral of a member of staff to the DBS for consideration of the case.
- If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the Local Authority Designated Officer (LADO) to give support and direction on how to proceed.
- Further guidance can also be sought from the MASH

HARM, FROM OR TO, OTHER CHILDREN

- Abuse or concerns about a risk of abuse or harm by other young people; Peer on Peer pressure; So-called Honour-based Violence is subject to the same safeguarding procedures as in respect of young people being abused by an adult;
- Professionals responding should be alert to the risk a child may pose to children other than any "current" victim; and
- Children or young people who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse, witnessed domestic violence or committed criminal offences).

In such cases there will usually be a need to refer the alleged perpetrator of harm to the Children and Families Service.

FOREIGN EXCHANGE VISITS

We will seek the consent of our host families to carry out checks with the appropriate local authority to ensure suitability. In the event that a host family has been subject of some kind of concern, unless there is satisfactory resolution, the family will be regarded as unsuitable to receive or continue to host a pupil from overseas.

We will take reasonable steps to ensure that a comparable approach is taken with our companion schools abroad. New guidance available makes it the parent's responsibility.

PRIVATE FOSTERING

Where a member of staff or volunteer becomes aware that a student may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not closely related in that person's home, they should raise this in the first instance with the Designated Safeguarding Lead.

REQUESTS FOR ASSISTANCE BY OTHER AGENCIES

- school staff have a legal duty to assist local authority Children Social Care (MASH) or the Police when they are making enquiries about the welfare of pupils;
- Information about a pupil must therefore be shared on a "need to know" basis with other agencies;
- When telephone requests for information are received, **always** maintain security by checking the telephone number listing for the caller and calling back to a switchboard number **before** giving information or confirming the pupil is on the school roll;
- Always advise the Designated Safeguarding Lead about such requests for information;
- Requests for attendance at meetings about individual pupils (e.g. child protection conferences) should be notified to the Designated Safeguarding Lead, who will arrange preparation of a report and attendance at the meeting;
- reports should contain information about the child's:
 - ❖ academic progress
 - ❖ attendance
 - ❖ behaviour

- ❖ relationships with children and adults
- ❖ family
- ❖ any other relevant matter;
- Reports should be objective, distinguishing between fact, observation, allegation and opinion;
- Unless you specify otherwise, reports will normally be made available to the pupil's family.

PUPILS SUBJECT TO A CHILD PROTECTION PLAN

- The school will be told by the relevant local authority's Children Social Work Care when a pupil is subject to a Child Protection Plan (previously the Child Protection Register) whether it is the London Borough of Sutton or another local authority;
- The name of the key social worker must be clearly recorded on the pupil's record
- The school will participate fully in the work of Core Groups for these pupils, to assist with the objectives of the Child Protection Plan for the pupil;
- when a pupil is subject to a Child Protection Plan, the school will report all unexplained absences even if only of a day;
- When a pupil is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker; and
- When a pupil who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school.

GENERAL ISSUES

All staff must observe the above policy and procedure at all times. They will be reviewed annually and as required in line with changes in local (LSCB) or national guidance.

VIRTUAL SCHOOL

The Virtual School for Looked After Children is a local authority support and advisory service designed to improve the educational outcomes of all Looked After Children (LAC) placed in care by Sutton from the ages of 4-18. This includes children and young people placed in care both in Sutton, and out of borough. The key functions of the Virtual School are to:

- Support
- Advise
- Challenge
- Enrich

Rosemarie Zaubzer Head Teacher, Virtual School for Looked After Children

London Borough of Sutton

SUTTON CONTACT DETAILS

- **LB Sutton Multi-Agency Safeguarding Hub (MASH) – 0208 649 0414 / 0417**
- **LBS Education, Safeguarding Children Advisor – 0208 649 0414 (if unavailable contact the MASH)**
- **LB Sutton Children & Families , Referral & Assessment Service (RAS) – 0208 770 4343/ 4275**
- **LB Sutton (out of hours) Children & Families Emergency Duty Social Work Team (EDT) – 0208 770 5000**
- **LB Sutton Child Protection Advisor (Quality & Performance Unit) – 0208 770 4532 (if unavailable ask for the deputy or contact the Referral & Assessment Service)**
- **Local Authority Designated Officer (LADO) – 0208 770 5777 / 6787. If there is a need to make a referral outside of these times call the Out of Hours service on: 0208 770 4322**
- **NSPCC Whistle Blowing helpline: 0800 028 0285**

***KEY STAFEGUARDING DOCUMENTS TO HAVE DUE REGARD TO
SUPPORT PRACTICES IN SCHOOLS***

- **Working Together to Safeguard Children – March 2015**
- **Keeping Children Safe in Education – DFE September 2016**
- **What to do if you think a child is being abused – DFE March 2015**
- **Advice for Schools on the Prevent Duty – DFE March 2015**
- **Section 26 of the Counter – Terrorism and Security Act 2015**
- **Section 5B of the Female Genital Mutilation Act 2003 – section 74 of the Serious Crime Act 2015 places mandatory duty for schools to report from October 2015 to the police.**