



# Child Protection Policy

Date: Updated May 2017

Review Date: January 2018

Signed ..... (Chair of Governors)

## Child Protection Policy

***“All children and young people have the right to a primary education which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children’s human dignity. Young people should be encouraged to reach the highest level of education they are capable of.”***

Article 28 United Nations Convention on the Rights of the Child

### **Rationale**

Betty Layward Primary School fully recognises its responsibilities for safeguarding children from risk of or actual abuse.

This policy applies to all staff, governors and volunteers working in the school. In order to protect children the school is committed to:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Ensuring that new safeguarding issues such as Female Genital Mutilation, Extremism and Radicalisation and Child Sexual Exploitation are brought to the attention of all staff through regular training and updates as necessary.

### **Guidance**

**Support staff:** First Aider, Teaching Assistants, Administrative, Lunch, Catering and Site Staff.

**Teaching staff:** Full and part-time, Supply staff and students on placement/visiting the school.

All school staff should take normal precautions not to place themselves in a vulnerable position with relation to Safeguarding. It is always advisable for interviews or work with individual children to be conducted in view of other adults.

All staff receive training every three years with the Designated Safeguarding Lead receiving training every two years.

Staff will also receive training more frequently if there are any changes in procedures, policies or more information needs to be shared.

Following regular training, all staff are able to recognise any signs of suspected child abuse and know to report any concerns immediately to the designated teachers – These

are the Headteacher and Acting Deputy Headteacher or thereafter the most senior member of staff on site at the time.

Where a student makes a disclosure to a member of staff, school procedures must be followed with the designated teacher being notified verbally immediately. This must be followed by a written record, using the appropriate (green) forms, within 24 hours of the disclosure. Confidentiality cannot be assured for pupils; however, information should only be shared on a 'need to know' basis.

Staff are also required to monitor children who may be at risk and record observations, keeping the records in a secure place whilst maintaining the confidentiality of this information to those who 'need to know'.

### **Designated Safeguarding Lead**

This is the Headteacher and Acting Deputy Headteacher or thereafter the most senior member of staff on site at the time. The Designated Safeguarding Lead carries the legal responsibility to inform Social Services of any concerns we have about possible child protection issues. This may be by a telephone call and within 24 hours by a written referral.

Whenever possible, the Designated Safeguarding Lead will have already discussed concerns about a pupil with his or her parents/carers and will tell parents/carers when a referral is to be made to Social Services. However, in some exceptional circumstances the parent/carer will not be informed in advance. This would be because the child may be seen to be at risk. In circumstances where a referral is made without first informing the parents, they will be told about the concerns and actions as necessary.

### **Record Keeping**

It is important that what is recorded is kept factual, and includes reported speech where appropriate; opinion should not be given unless there is some form of evidence which can also be quoted. The sheet must be signed, dated and timed, and given immediately to the Designated Safeguarding Lead.

Confidential information held on a particular child must be stored separately from the main file, in a secure place. This is in a locked cabinet in the Headteacher's office.

On transfer of schools any confidential notes and records that are no longer considered appropriate to send on are shredded.

If there is a need for notes or records to be passed on to the Headteacher in an envelope marked confidential and for his/her attention.

## **The Child Protection/Safeguarding Register**

The Designated Safeguarding Lead teachers are the Headteacher and Acting Deputy Headteacher. The Headteacher will inform those members of staff who have direct pastoral responsibility for children whose names are on the child protection register. These children must be monitored very carefully and the smallest concern should be passed immediately to the Designated Safeguarding Lead Teachers; the Headteacher and acting Deputy Headteacher.

The Headteacher has responsibility for managing and monitoring the school's part in the child protection care plan and liaising with the key worker from Social Services.

## **Implementation**

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 PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse. We will follow the procedures set out by the Local Safeguarding Children's Board and take account of guidance issued by the Department for Education and Skills to:
  - Ensure we have 2 designated teachers for Safeguarding Children who have received appropriate and regular training and support for this role. These are the Headteacher and Acting Deputy Headteacher.
  - Ensure we have a nominated governor responsible for Child Protection and Safeguarding Children.
  - Ensure every member of staff, volunteer and governor knows the name of the designated teacher responsible for safeguarding children 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 teacher responsible for child protection.
  - Insist that all visitors to the school sign in to the site office and are required to wear a visitor's badge.
  - Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by ensuring that this policy is publicised to parents and is available upon request.
  - Facilitate notifying the designated teacher for Safeguarding and the Education Welfare Officer for the school, if there is an unexplained absence of more than two days by a pupil who is on the child protection register.
  - Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection and safeguarding matters including attendance at case conferences.

- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept secure, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed. Ensure those staff who are involved in recruitment of new staff receive training in safer recruitment practices.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of worth. They may feel helplessness, humiliation and some 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 pupils a sense of being valued.
- The school Positive Behaviour Policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaise with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Services, Education Welfare Office and the Educational Psychology service.
- Ensuring that, where a pupil on the child protection/safeguarding register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

### **Signs and Symptoms of Abuse**

All staff must be aware of the signs and symptoms of abuse, which can take many forms, but they are usually divided into four categories:

**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.

Although divided into four categories for ease of description, the forms of abuse are often found together.

### **Specific Safeguarding Issues**

Up to date policies, guidance and practice will be shared with all staff working with children as it becomes relevant.

### **E-safety**

We have an E-safety Policy and our Acceptable Use Policy recognises that internet safety is a whole school responsibility (staff, pupils, parents). Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

### **Induction of Volunteers**

Volunteers must also have DBS clearance. For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the school building a full DBS search will be conducted. The office performs this. Visitors who

do not yet have clearance will under no circumstance be left alone with a child or group of children.

### **Trips**

At all times there has to be appropriate staffing levels and when the curriculum is taking out of school appropriate and agreed pupil/adult ratios are maintained.

The lead adult always should fill in a risk assessment for trips or make available any provided by the institution being visited. All trips should be authorised by the Headteacher.

### **Children Missing in Education (CME)**

Education is compulsory for children starting from the school term after their fifth birthday and the last Friday in June of the school year that they turn 16. A child missing from education is a compulsory school-age child who is not on the roll of a school, not placed in alternative provision by a local authority and who is not receiving suitable education at home.

There are various reasons children go missing from education:

- They do not start school at the appropriate time and so they do not enter the educational system.
- They are removed from school by their parents for a range of reasons
- They stop their education due to exclusion, illness or bullying
- They fail to find a suitable school place after moving to a new area
- Children's personal circumstances can contribute to them missing education (eg. If family is homeless and they are living in temporary accommodation or refuge, if there are long term medical or emotional problems).
- The family move home regularly or there are problems at home

Under Section 436A of the [Education Act 2006](#), the local authority has a duty to identify (as far as it is possible to do so) the children living in Hackney who are not receiving a suitable education. They must also negotiate the support for them to make sure that they get back into education as soon as possible.

### **The Process for CME in Schools**

The first 10 days of non-attendance are investigated by the school in line with the school's attendance policy.

After 10 days of continuous non-attendance, the school refers to the Attendance Service so that an Education Welfare Officer can make further enquiries.

After 20 days of continuous non-attendance and following investigations by the school and EWO, the child could be classified as a CME. If this is the case, then a CME referral form must be completed by the school and forwarded to the Inclusion & Attendance Lead. With confirmation from the Local Authority, the child may then be off rolled in line with Regulation 8 of Education (Pupil Registration) (England) Regulations 2006.

The school will need to upload a Common Transfer File (CTF) for the pupil to the DfE Secure Data Transfer site (S2S) using the relevant code.

The CME form is then forwarded to the CME team by the Inclusion & Attendance Lead. The CME team will carry out local, regional and national checks to locate the child and ensure they are receiving suitable education.

Before a school off rolls a pupil as a CME this procedure must always be carried out (CME forms must not be sent directly to the CME team).

### **Moving from Betty Layward Primary School to Another School**

Where a child leaves Betty Layward Primary School in order to attend another school, the office staff will check up to ensure the child leaving the school arrives at the destination school stated. This will be within the first week of the children leaving the school, except where the school holidays would make the dates negotiable. After a school holiday the check-up will be made. If the child has not arrived at the destination school then the Local Authority will be informed.

### **Children leaving Betty Layward Primary School to be Electively Home Educated**

Elective home education is the term used by the Department for Education to describe parents' decisions to provide education for their children at home instead of sending them to school. In view of the Raising of the Participation Age, this includes children 5 to 18. There are many reasons why parents choose to home educate their child. Some of these reasons are:

- Distance or access to a local school
- Religious or cultural beliefs
- Philosophical or ideological views
- Dissatisfaction with the system
- Bullying
- Short term intervention for a particular reason
- Parents' desire for a closer relationship with their children
- Avoidance of Penalty Notice or exclusion

In the event that a parent chooses to remove their child from Betty Layward Primary School in order to Electively Home Educate them there are procedures that the school must follow.

The child's name will be removed from the admissions register upon receipt of written notification from the parents that the pupil is receiving education other than at school. As soon as the school becomes aware that the parent is going to be withdrawing their child from school they should advise the local authority. The parent will need to put into writing their intention to remove the child from school education. Betty Layward Primary School will return the parent's letter along with the completed EH1 Form to the Hackney Learning Trust as soon as the grounds for removing the child from the school register is met, and no later than deleting the pupil's name from the register. Betty Layward Primary School Staff must inform the local authority of any child protection concerns. Schools must also copy parents into the notice to the local authority.

The exception to this is if a child is registered at a school as a result of a school attendance order the parents must get the order revoked by the local authority before the child can be deleted from the school's register and educated at home.

## **Evaluation**

The PSHE curriculum includes discussions and input from local agencies to enable age appropriate understanding of the concept of 'keeping safe'. It is important that the curriculum taught in school is broad and balanced and relevant to the needs of all children.

The progress of a group will be monitored using evidence such as:

- Attendance
- Sanctions logged
- Academic progress v indicators

The record of staff training in Child Protection/safeguarding is reviewed by Governors, to ensure that this is included in the new staff induction programme and re-visited for all staff a minimum of every three years.

The designated Governor for Child Protection/safeguarding will have access to the recording forms held by the Designated Safeguarding Lead teachers.