



*Learning and growing through the love of Christ.*

# Safeguarding and Child Protection Policy, 2018

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Reviewed September 2018

To be reviewed annually: September 2019

## Introduction

All schools are required to have a Child Protection Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare. St Luke's takes its duty towards all its pupils who have been entrusted to its care very seriously and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to.

St Luke's understands that our work in safeguarding and protecting children must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures.

We understand the term Safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.

All staff at St Luke's believe that a range of other school policies are central to many aspects of the school's Child Protection Policy, and this document should therefore be read in conjunction with our Policies for:

- Anti-Bullying
- Attendance
- Behaviour Management and Physical Intervention
- E-safety
- Health & Safety
- Safer Recruitment
- Safe Working Practices for Staff and Volunteers
- Prevent policy
- Managing allegations against staff
- Managing allegations against pupils
- Radicalisation and Extremism

Our Safeguarding policy is written with due regard to the national statutory guidance "Keeping Children Safe in Education" published by the Department for Education and is reviewed annually by the Governors of our school, the Headteacher and the Designated Person for Child Protection.

Our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board. Those procedures which have been adopted by the Tri Borough Local Safeguarding Children Board and are available from <http://www.londonscb.gov.uk/procedures/>

Our procedures will be followed by all adults, including volunteers, working with or on behalf of the school.

This policy is available to all parents either in hard copy or from our website: [www.stlukesprimary.org.uk](http://www.stlukesprimary.org.uk)

## Rationale for policy

In line with the Government's vision for all services for children and young people the Governors and all school staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, the Governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant members of Governing Body attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

## Aims of policy

- To raise the awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;
- To ensure pupils and parents are aware that the school takes child protection seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies in order to work together for the protection and welfare of all pupils;
- To support pupils' development in ways which will foster security, confidence and independence;
- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages;
- To make appropriate links and reference to policies in related areas such as discipline and bullying.

## Legislative framework

- Department for Education Statutory Guidance "Keeping Children Safe In Education" July 2015
- Children Act 1989 and 2004
- Working Together to Safeguard Children 2015
- London Child Protection Procedures 2013
- United Nations Convention on the Rights of the Child

## ST LUKE'S SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY STATEMENT

St Luke's is committed to Safeguarding and promoting the welfare of all our pupils and the Governors expect all staff and volunteers to share this commitment by demonstrating their understanding of how each individual adult working on behalf of the school has an active part to play in protecting children from harm and promoting their welfare.

All staff must be clear about their own role and that of others in providing a caring and safe environment for all pupils and must know how they should respond to any concerns about an individual child that may arise.

- To this end St Luke's will ensure that all staff, whether permanent or temporary, and volunteers know who is the member of the senior leadership team who has designated overall responsibility for child protection and safeguarding.
- Currently that person is **Barbara Dunn (Headteacher)** who has received training in order to undertake the role.
- In the absence of the designated person **Adrian Evans (Deputy Headteacher/Head of school)** should be the next point of contact. If neither of these members of staff are available then any concern should be reported to the **Acting Assistant Head Adrian Evans**.
- All staff will receive training during their induction period, and regularly thereafter at a minimum of every 3 years in order that they are equipped with the skills needed to keep children safe. Training is provided for all staff at the start of the academic year and updated for new staff during the year. All NQT's will receive an Induction Session as part of their NQT Training Programme.
- The Designated Teacher maintains the child protection register and the teachers are informed of all matters relating to students in their year groups.
- Where there is the need to monitor a pupil more closely the child will be placed on the school's cause for concern register
- Supervision is made available to those staff that are involved in the management of allegations of child abuse.
- The Designated Teacher will ensure there is feedback to Governors on Safeguarding issues. The Designated Governor is The chair of governors **Mr Alastair Thom**

## Safeguarding – Providing a Safe Environment

### Responsibilities of head/designated teacher

The Governing Body will ensure that the school has identified Designated Senior Teacher (s) for safeguarding and child protection and that the Head teacher and Designated Senior Teachers undertake the following responsibilities:

- To ensure all staff are familiar with school and Local Authority procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure all staff receive training in the above, including staff who are temporary or start mid-year
- To be responsible for co-ordinating action and liaising with school staff and support services over safeguarding and child protection issues;
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school;
- To ensure the school is represented at child protection case conferences and that written reports are provided as required;
- Lead sessions for pupils to teach them about their responsibilities in keeping themselves safe;
- To follow as appropriate recommendations made by Local Safeguarding Children Board (LSCB)
- To be aware of new legislation, guidance, policy and procedures in the area of safeguarding and child protection.
- To support and advise staff on child protection issues generally.
- To disseminate relevant information between agencies to the appropriate staff e.g. relevant teachers, tutors, learning mentors
- To maintain accurate and secure child protection records and send on to new schools (where relevant)

### Responsibilities of school staff

All parents and carers of pupils attending St Luke's must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will do this by:

- Promoting a caring, safe and positive environment within the school
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken
- Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what acceptable behaviour is and what is not.
- Working in partnership with all other services and agencies involved in the safeguarding of children
- Displaying appropriate posters that detail contact numbers for child protection help-lines
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our school
- Welcoming visitors in a safe and secure manner
- Undertaking risk assessments when planning out of school activities or trips
- Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and wellbeing of the pupils in their school. In doing so they should seek advice and support as necessary from the Senior Designated Teacher(s) and other senior staff members.

Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

All school staff are expected to:

- Be able to identify signs and symptoms of abuse
- Report concerns (including concerns about other staff/professionals) to the Designated Senior Teacher or other senior staff members as appropriate
- Be aware of the relevant local procedures and guidelines
- Monitor and report as required on the welfare, attendance and progress of all pupils
- Keep clear, dated, factual and confidential records of child protection concerns.
- Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

### **Staff contact with pupils**

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct and should familiarise themselves with the DfE Guidance regarding reasonable force: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268771/use\\_of\\_reasonable\\_force\\_-\\_advice\\_for\\_headteachers\\_staff\\_and\\_governing\\_bodies\\_-\\_final\\_july\\_2013\\_001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)

### **Use of social media and ICT**

Social media is much more commonplace in primary schools in the modern age, and it is the responsibility of all staff members to avoid communicating with pupils through social media. Smart phones are also very common in school, and all staff are asked not to use their individual devices to take pictures or videos of children. Any photos of children on digital devices (even school devices) must be deleted before the device leaves the school.

### **Pupils missing from school**

All pupils missing from school are logged and tracked, and every effort is made to locate these children. If, after reasonable efforts, the school is still unable to locate these children, the matter will be referred to the Local Authority.

### Guiding principles for intervention to protect children

The school will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff:

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families cultural and social background;
- Children must have the opportunity to express their views and be heard
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know.
- All staff should have access to appropriate and regular training
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding

### Responding to concerns about individual children

All children at St Luke's must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

#### All staff must:

- Listen to what the child is saying without interruption and without asking leading questions.
- Respect the child's right to privacy but not promise confidentiality
- Reassure the child that h/she has done the right thing in telling.
- Explain to the child that in order to keep him/her safe from harm the information that has been shared with must be passed on.
- Report what has been disclosed to the Designated Person in the school as soon as possible.
- Record, as soon as is practicable, what was said using the child's actual words.
- Sign and date the record.

#### The Designated Person for Child Protection will:

- Assess any urgent medical needs of the child.
- Consider whether the child has suffered, or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- Confirm whether any previous concerns have been raised by staff.
- The Designated Teacher should only inform the parents / carers of the child of any concerns once the Duty Team leader has been consulted and their advice sought.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- Seek advice if unsure that a child protection referral should be made.

- If the child discloses sexual abuse or sexual abuse is suspected the child must not be questioned and the parents must not be informed until Social Services and the Police Child Abuse Investigation team has been informed and advice given.
- Information will be shared on a 'need to know' basis and must be treated in absolute confidence. Staff must not discuss the allegation with the child, family members or colleagues.

### **Monitoring pupils on the child protection register**

The Governing Body expects the Head Teacher and Senior Designated teachers to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

The Designated Person will either make a referral to the child's local authority children's services duty or referral and assessment team or, if a referral is not considered appropriate at that stage, make full written records of the information that they have received detailing the reasons for the judgement that the matter was not referred to the local authority.

The Designated Person must keep a written record of all contact with other agencies.

All paperwork relating to child abuse must be kept in a locked cabinet.

All students who are subject to a Child Protection Plan will have Core Group meetings and Case conferences organised by Social Services. The designated teacher or a member of the Senior Leadership Team will attend these on behalf of the school. Pupils are aware that these meetings take place and that the school will be presenting a report at the meetings. The Designated Teacher, Class teacher and School Nurse monitors students who are subject to a Child Protection Plan.

The Designated Teacher, class teacher and School Nurse also monitor pupils who are on the Cause for Concern register.

### **Recognition and Response to Abuse**

Owing to the nature of the day-to-day relationship children at St Luke's have with staff all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person.

All staff must therefore be alert to any possible indicators that a child is suffering harm and report any concerns to the Designated Person for Child protection.

All adults working in the school will receive regular Child Protection training in order that their awareness to the possibility of a child suffering remains high.

For definitions of Child Abuse see Appendix 2.

## Safeguarding & Child Protection in Specific Circumstances

### Attendance

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

1. We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker within one day
2. We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day
3. We will always report a continued absence about which we have not been notified by the parent or carer to the Education Welfare Service
4. We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day
5. We will always report to the Education Welfare Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

### Pupil Behaviour

We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

- (1) No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action
- (2) We will always record any occasion when physical intervention has been necessary
- (3) We will always notify parents or carers of any such incident

### Curriculum

#### Bullying

We understand that bullying is harmful to children. We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying may take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

### E-Safety

We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. We have an e-safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school.

We also recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

### Health & Safety

We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

### Radicalisation, FGM and CSE

Modern threats are assessed and training is provided, such as in the cases of counter terrorism, female genital mutilation and child sexual exploitation. Staff members are reminded to be vigilant for tell-tale signs in these cases.

For further information, see Countering Radicalisation and Extremism policy

## **Record keeping and reports**

The Governing Body expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.

The Governing Body further expect school staff to assist the Family and Children's Services Department by providing information to contribute to child protection enquiries and for child protection case conferences as required

## **Children with special educational needs**

The Governing Body recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The Senior Designated Teacher(s) will work with the special educational needs co-ordinator to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

## Working Together with Parents/Carers

### Communicating policy to parents and pupils

- a. The Governing Body expect parents and pupils to be informed that the school has a child protection policy and is required to follow the LSCB Guidelines for reporting suspected abuse to the Family and Children's Services Department.
- b. Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.

#### Pupil Information

We recognise the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- emergency contact details
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

### Confidentiality

The Governing Body accepts that child protection raises issues of confidentiality, which should be clearly understood by all staff. Reports to the Governing Body will not identify individual children.

Information about pupils given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant information only on a "need to know" basis in order to support the child if that is necessary and appropriate.

We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing.

We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the pupil transfers.

### Referrals to partner agencies

If we have a reason to be concerned about the welfare of a child we will always seek to discuss this with the child's parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Family and Children's Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

### Sharing our Policy

This policy is available to all parents and parents of prospective pupils, and can be found on the school website.

## Adults Working With Children

### Safeguarding children: principles of good practice

All children deserve the opportunity to achieve their full potential and the purpose of all intervention is to safeguard and promote the welfare of the child. For those staff who engage with pupils who experience discrimination in their daily lives or who are from cultures different to those of the professionals, assumption and stereotyping must not be part of our practice and every effort must be made to ensure that cultural issues are understood and that each individual case is dealt with on its own merits.

Teachers and those working in school have day – to – day contact with students in their classes and around the school buildings and have knowledge of child development and behavioural norms. This places these professionals in a unique position to identify and help abused children. However **teachers do not decide if something is or is not a child protection issue.**

### Appointment of staff

The Governing Body is committed to adhering to the principle of safer recruitment when appointing staff taking account of the Department of Education Statutory Guidance “Keeping Children Safe in Education” 2015 and will observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that safeguarding and child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
- That a reference will always be obtained from the last employer;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- That candidates will be made aware that all staff are subject to an enhanced DBS check.
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary

All persons who have any contact with students at the school have a full DBS check prior to working at the school.

The School will ensure that it follows the guidance on Safer Recruitment of Staff.

### Safer Recruitment

All staff and volunteers working with children in our school will be recruited safely:

#### Preparation

We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role.

We always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification.

#### Advertising

We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants.

The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment.

The advertisement will state that the post is subject to an enhanced Criminal Records Bureau check.

#### Applications

We will ensure that our application form enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions.

We will scrutinise all completed application forms.

We will not accept CVs.

#### References

We will not accept open references or testimonials.

We will ask for the names of at least two referees.

We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children.

We will follow up any vague or ambiguous statements.

We will verify previous employment history.

Appropriate checks are applied to staff and volunteers who come to work at St Luke's.

For statutory disclosure checks we will ensure sensitive and confidential use of the applicant's disclosure.

Appropriate Risk Assessments are carried as per the CIPD guidance.

#### Interviews

We will always conduct a face to face interview even when there is only one candidate.

Our interview panel will always contain at least one member trained in safer recruitment practice.

Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children.

All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work.

#### Appointments

Our offer of appointment will be conditional on all requested checks having been returned as satisfactory.

We will refer to the Independent Safeguarding Authority any person whose checks reveal that they have sought work when barred from working with children.

#### Induction

We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance.

#### Prohibition

All staff will be subject to Prohibition checks.

#### Disqualification by association

Although 'Disqualification by Association now only applies in domestic settings, not schools;' **All staff** should be aware that Disqualification under the Child Care Act still applies to you, as workers in a child care capacity, whether paid or on work placements. Therefore, it is **your duty** to provide this information.

### Volunteers and visitors

All volunteers and visitors to the school must check in to the school system, and have an induction to the schools procedures on arrival, including being given emergency information on the back of their visitor badge, and reading the Visitor/Volunteer information sheet.

### Staff training and support

The Governing Body recognise the importance of child protection training for Senior Designated Teachers and for all other school staff who have contact with children. The designated Governor for safeguarding and child protection will have specific training in their role, available from the Local Authority.

#### Continuing Professional Development

We will ensure that all staff receive regular training in Child Protection.

- a. The Governing Body expect the Head Teacher and Senior Designated Teachers to ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter in line with best practice.
- b. The Head Teacher is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Senior Designated Teacher (s)
- c. The Governing Body recognises its own responsibilities to ensure the school has sufficient resources to effectively deliver its safeguarding responsibilities to the highest standard and to request information as part of the Head Teacher's report regarding the safeguarding practice of the school so any identified gaps are remedied in a timely way.

#### Supervision

We will always supervise staff and act on any concerns that relate to the safeguarding of children.

#### Allegations

We will always follow our locally agreed procedures for the management of allegations against staff and children.

### Allegations against staff

- a. The School Board recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.
- b. The Governing Body further recognise that, regrettably, in some cases such accusations may be true. The Governing Body, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the Headteacher and/or the Senior Designated Teacher for Safeguarding and Child Protection.
- c. In the case where an allegation is made against the headteacher, please refer to the whistleblowing policy.

### Dismissal

We will always refer to the Independent Safeguarding Authority any member of staff who is dismissed because of misconduct relating to a child.

For further information, refer to Allegations against staff policy

### Allegations against pupils

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

For further information, refer to Allegations against pupils policy

### Safe Practice

We understand that all adults working in or on behalf of our school have a duty to safeguard children and promote their welfare. We aim to provide a safe and supportive environment for our children through the relationship we have with them and their parents or carers and will always seek to ensure that all adults working in our school behave in a manner that fosters this relationship.

We will ensure that all staff are clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately.

### Monitoring and evaluating effectiveness of school's policy.

The governors require the Head Teacher to report to them annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year.

Our Designated Person for Child Protection will continually monitor our child protection and safeguarding practices and bring to the notice of the headteacher and governors any weaknesses or deficiencies.

The Governing Body has a duty to remedy any weaknesses that are identified.

An annual report will be submitted to the Governors which will outline the child protection and safeguarding work we have undertaken during the year. Names of children will not be shared. Included in the report will be details of:

- The names of members of staff with designated child protection responsibilities
- Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
- The training that has been undertaken by the designated staff
- The training that has been undertaken by all other staff and volunteers (working with children).
- Details of any incidents when physical restraint of pupils has been used
- Details of information and guidance that has been given to staff
- Details of safeguarding and child protection issues included in the curriculum
- Confirmation that all child protection records are stored securely and where appropriate have been transferred to another school
- Details of safeguarding and child protection information given to parents
- Details of the safety of the school site and the access given to visitors
- Confirmation that all school lettings have been agreed with consideration given to the safeguarding of children
- Numbers of child protection referrals made to Children's Services
- Details of child protection conferences or meetings attended regarding children (names of children are not shared)
- Numbers of children who are, or have been, subject to a Child Protection Plan

The Governors, Headteacher and Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.

## USEFUL CONTACTS

NSPCC

0808 800 5000 (staff)

Child line

0800 1111 (pupils)

## CHILD PROTECTION – INFORMATION FOR STAFF

Below is a set of guidelines that staff should take on board when dealing with individual/small groups of students. It is important to be mindful at all times of your behaviour in relationship to individual/small groups of students and of the potential risk of an allegation. Staff should take necessary precautions in order to minimise the opportunity for an allegation to be made against them.

- Whenever possible try not to be alone in a room with a pupil, regardless of gender. If you are on your own with a pupil, leave the door open and inform a colleague if possible. Always keep an appropriate distance between you and the pupil.
- Do not engage in conversations about your personal life with pupils.
- Keep boundaries very clear between you and pupils, particularly if the conversation involves relationships, emotions, and sexual content.
- Do not exchange mobile phone numbers with students. If possible do not have your mobile phone out when dealing with an individual pupil.
- Do not accept students as 'friends' on face book or my space.
- If a pupil wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not probe a pupil about their personal life unless they approach you. Avoid giving advice to pupils about their relationships.
- Do not teach small groups of pupils/ individuals outside of normal lessons unless there is another member of staff in the Dept at that time.
- Be aware of pupils forming attachments to you as a teacher and keep your distance if they appear particularly needy of your attention. It is imperative that you do not appear to be encouraging the relationship, as this can often lead to misunderstandings.
- Be aware of conversations that you have with pupils and the need to avoid sexual innuendo at all times. Older pupils are particularly conscious of staff making sexual inferences and this can place you in a very vulnerable position.

Please discuss with me if at any time you are concerned about a situation and wish to seek advice.

### Mrs Barbara Dunn

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W93EJ  
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## DEFINITIONS OF CHILD ABUSE

### Criteria for Registration and Categories Abuse

All children have certain basic needs, which include:

- Physical care and protection
- Affection and approval
- Stimulation and approval
- Discipline and control that is consistent and appropriate to age
- The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age appropriate.

Individual cases must always be treated on their own merits however in general terms the following definition should provide the bases for action under these guidelines: -

“A child is considered to be in need of protection when the basic needs of that child are not being met through avoidable acts of either commission or omission”.

Before a child is placed on a Child Protection Plan a conference must decide that there is, or is a likelihood of significant harm leading to the need for a child protection plan.

The following are used for the plan. They are intended to provide definitions as a guide; in some instances more than one category of registration may be appropriate.

**Neglect:** The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out an important aspect of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

**Physical Abuse:** Physical injury to a child including, deliberately poisoning, where there is definite knowledge, or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

**Sexual Abuse:** The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend and to which they are unable to give informed consent, or that violate the social taboos of family roles.

**Emotional Abuse:** Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All forms of abuse involve some emotional ill treatment.

This category should be used only where it is the sole form of abuse.

## NEGLECT

Severe neglect is associated with major retardation of cognitive functioning as well as growth. It is recognised through a typical pattern of poor growth, poor hygiene, withdrawal and in extreme cases a pseudo-autistic state, all of which can rapidly reverse in alternative care.

Although neglect has one of the most pervasive effects on development and is one of the most frequent forms of abuse, it is an area, which is frequently neglected by professionals. Like parents, professionals can feel overwhelmed and hopeless by large families living in squalid conditions.

### *Signs to look out for:*

- dirty unkempt appearance of child, in overall poor condition
- Thin wispy hair. Underweight child, diarrhoea may indicate poor nutrition
- an undernourished child may be unduly solemn or unresponsive, or may be overeager to obtain food
- an under-stimulated child may not reach expected milestones
- behaviour and developmental difficulties that cannot be explained by clinical factors

### *Associated factors*

Neglected children frequently come from homes where there is:

- a parent who is lonely, isolated, unsupported or depressed
- poor inter-parental relationship / domestic violence
- a parent who is abusing drugs or alcohol
- a large number of children living in cramped or very poor conditions

Action to be taken

If a teacher has concerns about the well being of a child in his / her class, a discussion should take place with the *designated teacher*, records should be kept, and when appropriate Social Services staff are informed by the *designated teacher*.

## PHYSICAL ABUSE (Non-Accidental Injury)

Location of injury

It should not be assumed that an injury to a part of the body normally vulnerable to accidental injury has necessarily been caused accidentally – it could be non-accidental. All injuries to children, which do not easily come into the category of normal bumps and scrapes, should be seen by a doctor.

Certain parts of the body are more commonly subjected to non-accidental injury. These include the upper arm, where a child may be gripped or shaken, the back, and the buttocks. Multiple injuries of various types, ages and location are common features of physical abuse.

Most non-accidental injuries leave marks on the body. PE teachers and swimming instructors are therefore key people in the identification of this form of abuse, as they regularly see the children partially dressed.

### *Signs to look out for:*

- children who show a reluctance to undress or to expose parts of their bodies should be monitored as children who may have suffered physical injury
- unexplained absences
- physical signs of injury
- unexplained or confused accounts of how an injury occurred
- explanation of an injury which appears to be inappropriate to the nature and age of the injury.

## *Common Medical / Physical Factors Associated with Physical Abuse*

### a) Bruising

- facial bruising around the mouth and ears
- groups of small bruises
- black eyes without a forehead injury, particularly if both eyes are affected
- weal marks or outline of bruising (e.g. hand mark)
- bruising of soft tissue with no obvious explanation (most bruises occur on bony protuberances such as the temple or shin)
- bruises on the back, back of legs, stomach, chest or neck
- bruises or cuts to mouth or tongue (e.g. split frenulum)
- pinch marks are found in pairs and may be seen on the back, buttocks, arms or cheeks

### b) Bites

- bites leave clear impressions of teeth and some bruising
- Parents sometimes claim that bites have been made by other children or animals. It is therefore important to check the size and shape of the injury. If the impression is more than 3cms across it will have been caused by an adult or adolescent
- bites can be inflicted almost anywhere on the body
- bites are never accidental

### c) Burns and Scalds

- children will sometimes suffer minor burns through hot irons etc., but it is uncommon for multiple burns to be caused accidentally
- a cigarette burn is characteristically round, but may have a tail when dragged against the skin, and is surrounded by an area of inflamed skin
- cigarette burns can be found in groups and can be found on any part of the body
- scalds from boiling water may result from lack of supervision, or non-accidentally
- a child is very unlikely to sit down willingly in very hot water; therefore he cannot scald a bottom accidentally without also scalding the feet
- burns and / or scalds are particularly worrying as a degree of sadism may be involved when such injuries are inflicted

## *Associated Factors*

- injuries not consistent with explanation given by parent (even if agreed by the child)
- circumstances where parent delays seeking medical advice
- a history of repeated injuries or presentation to the Accident & Emergency Department
- consent for a medical refused by parent
- desire of a parent to attribute blame elsewhere
- distant or mechanical handling of the child by the parent

## *Action to be taken*

If a teacher has concerns that a pupil in her / his class may be suffering from physical abuse, *the designated teacher* should be informed, and detailed records kept (including dates of injuries noted). The designated teacher will decide if concerns should be shared with parents, and when appropriate, Social Services staff and a designated doctor should be informed.

## **SEXUAL ABUSE**

The traumatic effects of child sexual abuse can be far-reaching and enduring, impacting on a child's cognitive, behavioural and social development. The earlier the abuse occurs, the more adversely subsequent stages of development may be affected. The longer the abuse continues, the more extensive it is e.g. involving penetrative abuse, the greater the number of developmental stages that abuse continues through, the more disturbed the child is likely to be. Children who have suffered chronic long-term sexual abuse tend to have very negative feelings about themselves and all aspects of their relationships.

### *What is sexual abuse?*

Sexual abuse can be one or more of the following:

- rape – genital and / or oral intercourse
- digital penetration or penetration with an object
- mutual masturbation
- inappropriate fondling
- taking pornographic photographs or exposing the child to pornographic materials
- forcing the child to observe others involved in sexual activities
- sadomasochistic activities

Both boys and girls can suffer from sexual abuse. Both men and women can be perpetrators – boys and girls who disclose sexual abuse from a female perpetrator are often met with disbelief. It is therefore important to listen to what a child says without being judgemental. Abusers can be parents, friends, teachers, child-care workers, clergymen or strangers. Warning children about *Stranger Danger* should only form part of the child protection programme.

### *Signs to look out for:*

- a child who demonstrates inappropriate sexual interest and activity, through play or drawings
- sexualised behaviour, masturbation and sex play which often leaves the peer group confused or embarrassed
- a child having excessive preoccupation with, or precocious knowledge of adult sexual behaviours
- a child who shows a marked fear of adults, usually men, but occasionally men and women
- a child who presents as depressed and where there may be instances of drug or alcohol abuse, suicide attempts or running away
- a child who suddenly starts to wet or soil
- a child who takes over the role of wife / mother within the family
- a child whose concentration and academic performance suddenly deteriorates
- a child who avoids medical examination or is reluctant to change for PE
- a child who has low self-esteem and few friends
- aggressive behaviour from a normally quiet child, or withdrawn behaviour from a normally boisterous child
- frequent unexplained absences or lateness
- a child who talks of nightmares and being unable to sleep; a child who may be excessively tired
- fire raising
- pregnancy in young teenagers where the identity of the father is vague or unknown
- recurrent urinary tract infections
- signs of sexually transmitted infections and overall dishevelled appearance

### *Action to be taken*

If any teacher has concerns that a child in her / his class may be suffering from sexual abuse in any form, they must discuss this with the *designated teacher*, who should then discuss it with Social Services personnel. Parents should not be informed at the early stage of what action has been taken, as this may serve to quieten the child, putting her / him at even greater risk. Detailed records should be kept, including dates and circumstances surrounding discussions.

### **EMOTIONAL ABUSE**

Emotional or psychological abuse can be defined as the destruction of the child's competence to be able to function in a social situation. The child may be denied appropriate contact with peers within or outside of school, and be

forced to take on a particular role in relation to parents, which is detrimental to the child's ability to function appropriately in social contexts. This type of abuse is very difficult to identify as there are no physical signs – symptoms are usually apparent via a child's behaviour and demeanour.

It is important to note that the emotional / psychological abuse is present in all other forms of abuse, but this category is only used when it is the sole form of abuse.

#### *Signs to look out for:*

- a child may be inducted into a parental care-taking role and not be encouraged to be involved with appropriate play
- a child may be used as a parent's confidant to a degree that is harmful to the child's psychological development
- a child may be ignored, rejected or denigrated by a parent
- a child may be terrorised by a parent or others so that she / he is overly fearful and watchful
- a parent who is unable to be responsive to a child's emotional needs, who may be emotionally distant and / or excessively negative and hostile
- a child (usually of a mentally ill or disturbed parent) who is inducted into a parent's delusional state or paranoid beliefs
- a child who is cripplingly over-protected and not given freedom to act at an age appropriate level
- a parent who provides only conditional love with threats of withdrawal of love

Behavioural definitions are very difficult to quantify because a) most children experience some of these acts from time to time, and b) because the impact of a single or seldom occurring act of abuse will not have severe and harmful effects. The harm of emotional maltreatment results from the cumulative effects of repeated acts of psychological abuse.

#### *Associated Factors*

Children who suffer from emotional abuse frequently come from homes where there is:

- a mentally ill or disturbed parent
- drug or alcohol abuse
- a parent who is socially isolated, unsupported or depressed, or conversely, a parent who has a very active social life with very little time or energy to give to child care
- a parent who has poor social skills, who may have learning difficulties and lack of knowledge about children's age appropriate needs
- a parent who has suffered severe abuse within her / his own childhood
- a household where there is 'adult on adult' domestic violence

Many parents who emotionally abuse their children are unaware that what they are doing is harmful. Because of their own life experiences they may have a distorted view of parenting and their role as a mother / father.

#### *Action to be taken*

If a teacher is concerned that a pupil in her / his class is being emotionally maltreated, it should be reported to the *designated teacher*, detailed records should be kept, and when appropriate, Social Services staff informed by the *designated teacher*.