

Sherington Primary School Safeguarding Policy 2016/17



Our Vision Statement

Sherington Primary School is an inclusive community. We place the child at the centre of all that we do. We strive to maintain the highest standards in an environment that is creative, stimulating, inspiring and enabling.

Aspire - Motivating and exciting all to become life-long learners

Believe - Developing the skills and confidence to foster self-belief

Create - Engaging all learners through creative practice and personal reflection

Achieve - Experiencing success and embracing future challenges

Our Aims are:

- To place the child at the centre of all that we do.
- To foster positive, supportive relationships with families and the wider community.
- To provide models of excellence drawing on the expertise of our highly skilled team.
- To provide an enquiry based curriculum, that promotes the values of resilience, adaptability and perseverance.
- To promote life-long learning through developing a whole school culture of challenge and growth.
- To prepare learners for a future in an increasingly interconnected global economy.

Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of different types of abuse and follow our procedures to ensure that children receive effective support, protection and justice.

Policy Reviewed	August 2016
Agreed by Staff	Sep 2016
Ratified by Governors	Nov 2016
Date due for review:	July 2017

Designated Safeguarding Lead for Child Protection: Gail Tippett

Alternate Designated Safeguarding Lead for Child Protection: Karen Dennett

Named Governor for Child Protection: Kate Parker



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1 Introduction

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Greenwich Safeguarding Children's Board (GSCB) and locally agreed procedures.

Sections 157 and 175 of the Education Act, 2002 place a statutory duty on governing bodies of maintained schools and proprietors of independent schools, free schools and academies to have arrangements in place to ensure that they safeguard and promote the welfare of children. As part of these arrangements schools need to have a safeguarding and child protection policy and procedures in place which are followed by all staff and volunteers, reviewed annually by the Governing Body and adhere to statutory requirements and Local Authority guidance.

This policy incorporates the requirements of "Working Together to Safeguard Children March 2015" and "Keeping Children Safe in Education 2016" and should be read in conjunction with these documents.

This policy should be read in conjunction with the Staff Code of Conduct.



2 Purpose and Aims

Sherington Primary School fully recognises its responsibilities for safeguarding children including those in need of protection. The purpose of this safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm.

This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

There are five main elements to our policy:

1. Ensuring we practice safe recruitment in line with national legislation by using at least one suitably trained recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse, working in partnership with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015) and Keeping Children Safe in Education (2016).
4. Supporting pupils who have been abused in accordance with his/her agreed child protection plan
5. Establishing a safe environment in which children can learn and develop.

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



3 Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989 & 2004
- The Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- ['Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children'](#), DfE (2015)
- ['Keeping Children Safe in Education'](#), DfE (2016)
- [Procedures set out by the Greenwich Safeguarding Children Board.](#)
- [Dealing with Allegations of Abuse Against Staff or Volunteers who work with children](#)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#), DCSF, March 2009.
- ['What to do if you're worried a child is being abused'](#), DfE (March 2015)
- ['Information Sharing: Advice for practitioners'](#), DfE (March 2015)

3.1 Overview of Statutory Requirements

In order to comply with statutory requirements, the school shall:

- Ensure we have a designated safeguarding lead for child protection, and deputy senior person for child protection, who have received appropriate training and support for their roles
- Ensure we have a nominated governor responsible for child protection
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name and role of the designated safeguarding lead for child protection and their deputy
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person for child protection
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus/website
- Notify Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a Child Protection Plan
- Contact the child's social worker directly if there is an unexplained absence of a child who is Looked After. This may then trigger actions identified in the "Joint Police and Social Care Protocol for Dealing with Children Missing from Care"



- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- Keep detailed, accurate, secure written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all safeguarding and child protection records are kept securely, separate from the main pupil file, and in locked locations (This could be electronic secure storage)
- Follow the procedures set out in Section 12 of this document, if an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed.



4 Roles and Responsibilities

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Gail Tippett	gtippett@sherington.greenwich.sch.uk
Alternate DSL	Karen Dennett	headteacher@sherington.greenwich.sch.uk
Headteacher	Karen Dennett	
Named Safeguarding Governor	Kate Parker	07802 247404 Kate.parker@homechoice.co.uk
Chair of Governors	Kate Parker	07802 247404 Kate.parker@homechoice.co.uk

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

4.1 Head Teacher

The Head Teacher shall identify a member of the senior leadership team to be the Designated Safeguarding Lead (DSL) and an alternative member of staff to act as the DSL in the event of their absence.

In line with the statutory guidance (DfES, 2015), the Head Teacher shall ensure that:

- “the policies and procedures adopted by the governing body or proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other interagency meetings, and contributing to the assessment of children; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies, where appropriate.”

The Head Teacher shall liaise with the LADO in the event of an allegation of abuse made against a member of staff.

4.2 Designated Safeguarding Lead for Child Protection

The designated lead must have the status and authority within the school management structure to carry out the duties of the post including committing resources and where appropriate directing other staff. In



many schools a single designated person will be sufficient but a deputy should be nominated to act in the designated person's absence.

The Designated Safeguarding Lead (DSL) for child protection shall have the following responsibilities:

- Recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral to other agencies.
- Refer cases of suspected abuse or allegations to the relevant statutory agencies (children's social care or the police).
- Act as a source of support, advice and expertise to staff within the educational establishment when deciding whether and when to make a referral to relevant statutory agencies.
- Seek advice from and share information with relevant statutory agencies before seeking consent or informing parents of a referral. Where practicable, concerns should be discussed with the family and agreement sought for a referral to children's services unless this may, either by delay or the behavioural response it prompts, place the child at risk of significant harm. Liaise with the head teacher to inform them of any issues and ongoing enquiries under section 47 of the Children Act 1989 and police investigations and ensure there is always cover for this role.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as the Royal Greenwich Early Help Guidance (Section 6.4).
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new or part-time staff who may work with different educational establishments.
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns about children's safety and welfare immediately they arise.
- Feedback and reassure staff who have raised a child protection concern
- Be able to keep detailed, accurate, secure written records of referrals and/or concerns.
- Obtain access to resources and attend any relevant or refresher training courses.
- Ensure the establishment's child protection policy and procedures are updated and reviewed annually and work with the governing body regarding this.
- Ensure parents can see copies of the child protection policy and procedures which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of the establishment in this.
- Where children leave the establishment ensure their child protection file is provided for any new establishment as soon as possible but transferred separately from the main pupil file.
- Undertake training every two years with an update annually.



- Liaise with the Headteacher of the Virtual School to inform regarding the progress and attainment of children who are Looked After (LAC).

The DSL shall produce a termly safeguarding report that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

4.3 The Governing Body

The Governing Body shall ensure there is an effective child protection policy in place (reviewed annually) together with a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include- staff/pupil relationships and communications including the use of social media. Both should be provided to all staff – including temporary staff and volunteers – on induction.

The Governing Body is accountable for ensuring the effectiveness of this Safeguarding Policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school and liaises with the DSL on matters relating to Safeguarding and Child Protection.

The Governing Body shall ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and locally agreed interagency procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2015);
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
- All staff undertake appropriate child protection training that is updated at least annually;
- In addition to basic child protection training the designated senior person undertakes training in inter-agency working that is provided by, or to standards agreed by, the GSCB, and refresher training at two yearly intervals to keep his or her knowledge and skills up to date with an annual update;
- The head teacher, and all other staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals, and temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities;
- A member of the governing body (usually the chair) is nominated to be responsible for liaising with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the Headteacher (Contact details of the LADO are given in section 7.4);
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance, guidance from the local authority and locally agreed interagency procedures;



- Safer recruitment practices are followed in accordance with the requirements of '[Keeping Children Safe in Education](#)' DfE (2015);
- The head teacher remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to his/her attention;

The governing body will receive the DSL's safeguarding report at each full governors meeting.

4.4 All Staff within School

All staff have a responsibility to provide a safe environment in which children can learn.

All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

All school and college staff members should be aware of the signs of abuse and Neglect so that they are able to identify cases of children who may be in need of help or protection.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

All staff will ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns. This means that they must:

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse
- Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.

It is recognised that a child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore important that all the staff are aware of the signs and behaviour which may indicate abuse (Appendix 1).

If any member of staff has a concern about a particular child in their care, they must immediately report their concerns to, and seek advice from the Designated Safeguarding Lead, or in their absence, the Deputy DSL. Staff must provide the DSL with a signed and dated written record of their concerns, refer to Figure 1.

If there is an allegation or concerns raised against the Head Teacher, then the process outlined in Section 21 of this document will be followed.



5 Safeguarding Training & Induction

The Head Teacher will undertake training on child protection at least once every three years (statutory requirement). If the Head Teacher is the DSL then he/she shall meet the training requirements set out below.

The Designated Safeguarding Lead (DSL) will attend the GSCB Level 2 “Working Together to Safeguard Children” training every 2 years with an update annually

The Deputy DSL will also meet the DSL’s training requirements.

Any newly appointed DSL will attend the GSCB Level 2 “Working Together to Safeguard Children” training and the local DSL training before taking lead responsibility for safeguarding. The deputy DSL will take a leading role on safeguarding for the short time that the DSL is waiting to receive training

The designated Governor for Safeguarding and Child Protection will undertake governor safeguarding training at least once every three years

All members of staff will receive training on child protection at least annually.

All new members of staff will receive child protection training as part of their induction programme. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead (DSL). At induction, all staff will also be provided with a copy of Part One and Appendix A of ‘Keeping Children Safe in Education’ (2016) and will be expected to read this.

All volunteers and regular visitors to the school and supply staff are briefed on Sherington’s safeguarding procedure, reporting system and staff code of conduct by the DSL.

Briefings and updates on child protection and safeguarding procedures will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur.

At least one member of every appointments panel will have gained accreditation through Safer Recruitment training (statutory requirement). The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post.



6 Procedures for Managing Concerns

6.1 When to be concerned

All staff and volunteers must be aware that the main categories of abuse are:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

6.2 Acting on Concerns

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns

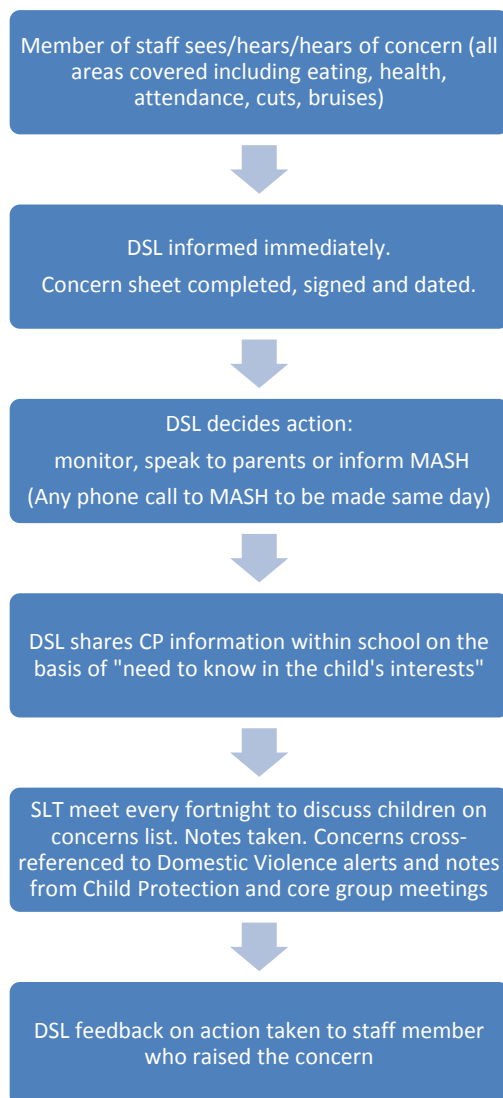


Figure 1: Actions taken on reporting concerns

6.3 Dealing with a Disclosure

If a child discloses that he or she has been abused in some way the member of staff should:

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light
- Listen to what is being said without displaying shock or disbelief
- Do not make false promises which may not be able to be fulfilled and do not promise confidentiality
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify. Ask open questions such as “Tell me, and How did that happen”
- Not criticise the alleged perpetrator
- Reassure the child that what has happened is not his or her fault



- Stress that it was the right thing to tell
- Explain what has to be done next and who has to be told
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of disclosure
- Speak with the DSL, and provide him/her with the signed, dated written record, using the agreed school proforma, without delay.

The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.

Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.

When the Designated Safeguarding Lead for Child Protection, or in his/her absence, the Deputy DSL, has been informed, he/she will make the decision whether or not to refer the concern to Social Care. The Multi Agency Safeguarding Hub (MASH) will be consulted when there is uncertainty about whether to refer.

Consultation Line Telephone 0208 921 2267 or

The Greenwich Safeguarding Coordinator for Schools on 0208 921 4438.

Referrals will be made as soon as possible by telephone and the appropriate forms completed and sent at the same time. Referrals to Children's Social Care must be made to the **Multi Agency Safeguarding Hub (MASH) Tel 0208 921 3172 (see contact details below)**

Multi Agency Safeguarding Hub

Children's Services'

Safeguarding and Social Care, 1st Floor

The Woolwich Centre,

Wellington Street,

Woolwich, London

SE18 6HQ

6.4 Royal Greenwich Early Help Guidance

The Royal Greenwich Early Help Guidance and the Prevention Strategy sets out arrangements for working together build resilience, prevent and protect from harm. Early help is key to success of the strategy in improving outcomes for our children and young people and working together is the key to the success of early help:

www.greenwichsafeguardingchildren.org.uk



6.5 Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in school. All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals.

If a child discloses to a member of staff/volunteer and asks that the information is kept secret, it is important that the member of staff/volunteer tells the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead he/she must explain that he/she may need to pass information to other professionals to help keep the child or other children safe.

Staff/volunteers who receive information about children and their families in the course of their work shall share that information only within appropriate contexts.



7 Records and Information Sharing

If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed reporting form (Appendix 2) as described in Section 6.

Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life. The completed forms/records will be kept for the duration of the child's school career.

When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Education at Home Team within the Local Authority.

The information contained will be regarded as confidential. Any request for access to the information by non-Greenwich Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent) will be referred to the Head teacher/DSL, who is advised to seek legal advice before acting.



8 Communication with Parents

Sherington Primary School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.



9 Child Protection Conferences

Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

All reports for child protection conferences will be prepared in advance using the guidance and education report template provided by Children's Services. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.



10 Safer Recruitment

We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education', DfE (2016).

At Sherington Primary School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.



11 Safer Working Practice

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. The Behaviour Team Lead holds a list of staff members with specific training in positive handling.

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in 'Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings', DCSF, March 2009. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.



12 Managing Allegations against Staff & Volunteers

An allegation is any information which indicates that a member of staff /volunteer may have:

- Behaved in a way that has, or may have, harmed a child
- Possibly committed a criminal offence against or in relation to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.

This applies to any child the member of staff /volunteer has contact with in their personal, professional or community life.

To reduce the risk of allegations, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document, 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (Refer to Section 3).

The following procedure shall apply in the event of an accusation made against a member of staff:

1. The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality must not be promised and the person must be advised that the concern will be shared on a "need to know" basis only.
2. The person to whom the allegation is reported must make an immediate accurate, written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record must be signed, dated and immediately passed to the Head Teacher.
3. The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.
4. The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the **Local Authority Designated Officer (LADO) for Education:**
Ken Palmer: 0208 921 443 Ken.Palmer@royalgreenwich.gov.uk
or in his absence **Henrietta Quartano on the same contact number.**
5. If the allegation meets any of the three criteria set out above then the Head Teacher shall contact the LADO (Education) without delay, and provide the LADO with written confirmation of the allegation.
6. The Head Teacher shall, as soon as possible, following briefing from the LADO, inform the subject of the allegation.
7. If there is an allegation or concerns raised against the Head Teacher, then the Chair of Governors will be contacted. The Chair of Governors for this school is:
Kate Parker 07802 247404
In the absence of the Chair of Governors, the Vice Chair will be contacted. The Vice Chair in this school is:
Sarah Mirza 07958 365905



8. In the event of allegations or concerns against the Head Teacher the Chair of Governors (or the Vice Chair) will contact the LADO without delay, whose contact details are given in 4) above.
9. Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly
10. The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

There is further support and advice available via the NSPCC whistleblowing helpline and can be contacted on 0800 028 0285 (Mon-Fri 8am to 8pm) or by emailing help@nspcc.org.uk



13 Relevant Policies

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-bullying
- Behaviour
- Attendance
- Health and Safety
- First Aid
- Educational Visits



Appendices



APPENDIX 1: Types and Indicators of Abuse

NB. This guidance is provided as a useful reminder of the types and indicators of abuse but should always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration

There are four categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Definitions of child abuse

'Child Abuse and neglect' is a generic term encompassing all ill treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development. Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm. Abuse can occur in a family, an institutional or community setting. The perpetrator may be known or not known to the child. Keeping Children safe in Education (2016) also that, 'staff should recognise that children are capable of abusing their peers...abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".' (DfE, 2016)

Children with Special Educational Needs (SEN) or disabilities can be especially vulnerable to abuse and it is recognised they face, 'additional safeguarding challenges' (DfE, 2016) and staff need to be mindful of the additional barriers when identified safeguarding concerns:

- Assumptions that typical indicators of abuse (behaviour, mood, injury) relate to the children disability without further investigation
- Children with SEN and disabilities can be disproportionately impacted by things with showing any obvious signs
- Communication barriers

There are 4 broad categories of abuse which are used for the purposes of registration. These categories overlap and an abused child may suffer more than one type of abuse.

1. Physical Abuse

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. It may also be caused when a parent or carer feigns the symptoms or deliberately causes ill health to a child (now described as 'fabricated or induced illness').

2. Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- a. Conveying to the child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person
- b. Imposing developmentally inappropriate expectations
- c. Causing children to feel frightened or in danger e.g. witnessing domestic violence



- d. Exploitation or corruption of children. Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.
3. Sexual Abuse
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts. It may also include non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.
4. Neglect
Neglect involves the persistent failure to meet a child's basic physical and/or psychological needs; likely to result in the serious impairment of the child's health and development. This may involve failure to provide adequate food, shelter or clothing; failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
5. Female genital mutilation (FGM) Physical and Emotional
Female genital mutilation (FGM) is the partial or total removal of a girl's external genitals. Her body is physically damaged when the healthy tissue of her genitals are cut away. There are no health benefits to FGM. Complex cultural and social reasons are often given about why it is practiced. FGM has harmful effects on the health and wellbeing of a woman throughout her life and contravenes human, women's and child rights.
6. Child Sexual Exploitation (CSE)
Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or 'grooming' process involves befriending children, gaining their trust, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited.

Private fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). To help keep children safe and support families, all parents and private foster carers must notify the Local Authority of care arrangements for children so they can ensure a child is well cared for. If you suspect a child may be being privately fostered without formal arrangement it is important you share this information in case a child is at risk of harm.

Extremist ideology, radicalisation and terrorism

Extremism is defined as, '*vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We can also include ... calls for the death of members of our armed forces.*'

Radicalisation is, '*the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.*'



Sherington is committed to safeguarding, and promoting the welfare of all of our children and families. We recognise that in an ever changing and fast moving world it is essential that we promote children's well-being, confidence and resilience, and that we provide them with up to date and age-appropriate information and signpost them to places where they can find support, where necessary.

We see protecting our children from the risk of radicalisation as part of our wider safeguarding duties, and that it is similar in nature to protecting students from other harms, whether these come from within their family or are the product of outside influences. We acknowledge the Prevent Duty and we have due regard to the need to prevent children and their families from being drawn into any illegal activity, including terrorism.

At Sherington all staff are expected to uphold the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. These values are promoted through our values and ethos, the curriculum, citizenship, assembly themes and PHSE work.

All staff have undertaken training to equip them with the necessary skills, knowledge and confidence to enable them to prevent and support children at risk of being radicalised. At Sherington our priority is on early intervention and diverting people away from risk through robust and thorough recording and reporting procedures and strong partnerships with partner agencies.

Children and young people can suffer harm when exposed to an extremist ideology which may be social, political or religious in presentation. This harm can range from a child adopting or complying with extreme views which limits their social interaction and full engagement with their education, to children being groomed for involvement in violent actions.

Children can be exposed to harmful, extremist ideology through the impact of extreme beliefs held by relatives/family friends who live with the child, or relatives/family friends who live outside the family home but have influence over the child's life. Older children or young people might self-radicalise over the internet or through the influence of their peer network - in this instance their parents might not know about this or feel powerless to stop their child's radicalisation.

Indicators of Neglect

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging



Indicators of Sexual Abuse

- Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:
- Sudden changes in behaviour or in school performance
- Displays of affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, e.g. throat infection, venereal disease or other STD * Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, eg. for sport
- Phobias or panic attacks

Indicators of Emotional Abuse

- Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:
- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour eg. thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging

Indicators of Physical Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches



- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

Female genital mutilation (FGM)

- Holiday requests made to school for significant lengths of time (Pre warning)
- Long periods of time away from the classroom during the day with bladder or menstrual problems
- Avoidance of P.E.
- Difficulty walking, sitting or standing
- Prolonged absences from school
- Noticeable behaviour changes
- Withdrawal
- Depression
- Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain

FGM is often part of 'Honour-based violence' and can occur in order to protect or defend the honour of a family and/or community. Other HBV crimes include: forced marriage and practices such as breast ironing. All concerns relating to HBV are abuse and should be reported.

Child Sexual Exploitation (CSE)

- Inappropriate sexual or sexualised behaviour
- Repeat sexually transmitted infections
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Going to hotels or other unusual locations to meet friends
- Getting in/out of different cars driven by unknown adults
- Going missing from home or care
- Having older boyfriends or girlfriends
- Associating with other young people involved in sexual exploitation
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Drug or alcohol misuse
- Getting involved in crime
- Injuries from physical assault, physical restraint, sexual assault

REASONS WHY SOME PEOPLE MAY NOT REPORT ABUSE

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation



- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

WHY CHILDREN CAN'T TELL ABOUT ABUSE

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc.
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks it's normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills

WHY REFER?

- Children have the right to be safe
- Adults have a responsibility to protect children
- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well have many other children who also have a right to protection

MAKING A DECISION

- What are the risks to the child?
- Have I checked out these risks with others working with the child?
- Are the risks worth taking now?
- What will be the gain to the child of doing nothing?
- What will be the loss to the child of doing nothing?
- Have I considered how the losses and gains might alter the time it takes for the interventions to work?
- Will other children be affected?



Personal Context

- Do I have the necessary information?
- Might I be missing something in the current hypothesis of the case?
- Do any of my observations/assessments or those of others not fit into the hypotheses?
- Do I have a strong feeling for or against the carer or the child?
- Does my hypothesis match my intuition?
- Am I qualified to make this decision?

The Action

- What action should be taken?
- Who will take the action?
- Are there any other resources to be used?
- When will I review actions and re-evaluate risk?
- How will I recognise success?
- How will I recognise failure?
- Are relevant professionals aware of and in agreement with the actions?
- Is the carer aware of and in agreement with the action



APPENDIX 2: Cause for Concern



**Sherington Primary School
Cause for Concern**

Please complete this form if you have any concerns about a pupil.

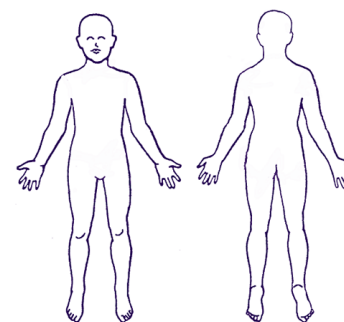
(Pastoral, Medical or Safeguarding)

Once completed this should be handed to Designated Safeguarding Lead (DSL) or Alternate DSL in their absence.

Pupil Name		
Class		
Adult reporting concern		
Date & Time		
Is this a safeguarding concern?	If yes, form needs to be handed to DSL or ADSL urgently	

Nature of concern

(Please be as specific as possible and where appropriate only use the words reported by the child)



Indicate any concerns marks

Signed by DSL:

Date & Time:

Follow Up Actions		
Date & Time	Person Responsible	Outcome



APPENDIX 3:

Escalation Flowchart

(based on information found in 'GSCB Inter-agency Escalation Policy')

Occasionally situations arise when workers within one agency feel that the actions, inactions or decisions of another agency do not adequately safeguard a child.

All professionals have a duty to act assertively and proactively and are encouraged to challenge the practice of others where they are concerned this practice is placing child at risk of harm.

Resolution should be within the shortest timescale possible to ensure the child is protected and disagreement should be resolved at the lowest possible stage,

