



# **Shapla Primary School**

## **Child Protection Policy**

**September 2017**

Designated Safeguarding Lead:

Tim Barnes (Headteacher)

Governor with responsibility for Safeguarding:

Jill Hankey

Child Protection Advice Line (Multi Agency Safeguarding Hub - MASH) 0207 364 3444

Out of Hours Team 0207 364 5006 (option 1)

Approved Date:

Review Date:

Signed:

(Chair of Governors)

## **Introduction**

The health, safety and welfare of all our pupils are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. Our aim is to create an environment where pupils feel safe, secure, valued and listened to and are taken seriously at all times.

We are a multi-faith, multi-cultural community. We recognise and respect that children and families will have differing cultural and religious values. However, the safeguarding of a child is always the most important factor in taking action where concerns are raised.

We believe in the importance of good communication with parents and families so that, wherever possible, safeguarding issues can be prevented. Our Parent Support Partner plays an important role in helping and advising parents.

## **Statutory Framework**

This policy was written with regard to statutory publication by the DfE ['Keeping Children Safe in Education' : September 16](#). This is used alongside:

- [London Child Protection Procedures and Guidance 5<sup>th</sup> Edition 2016](#)
- Tower Hamlets [Child Protection Procedures for staff working in Children's, School and Family settings: Sept 2016](#)
- DfE guidance: ['Working together to safeguard children \(published March 2015\)](#)
- DfE guidance: ['What to do if you are worried a child is being abused – advice for practitioners'](#)

## **Aims of the Policy**

- To ensure that all pupils are safeguarded
- To ensure that all staff understand their statutory duties to report all concerns or disclosures of child protection issues to named officers
- To ensure that systems and procedures for safeguarding children are made clear to all members of the school community.
- To produce guidance on the use of the curriculum to promote self-awareness and personal safety issues.
- To raise awareness of child protection and safeguarding issues amongst parents and to be open and supportive about these issues.

## **Types of abuse and neglect**

Shapla staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another:

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Specific safeguarding issues**

- bullying including cyberbullying
- children missing education – and Annex A
- child missing from home or care
- child sexual exploitation (CSE) – and Annex A
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
  - hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation – and Annex A
- relationship abuse
- sexting
- trafficking

Link to Annex A –

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

***NB – abuse can be perpetrated by other children as well as adults.***

### **Roles of the Designated Safeguarding Leads**

- Attend Foundation and post Foundation training (equal to two days) through the Local Safeguarding Children Board every 2 years
- Ensure that all procedures outlined in the statutory and non-statutory guidance are followed
- Report to Governors annually
- Ensure that all staff are aware of and follow these procedures
- Ensure that appropriate formal training is attended by all staff every 2 years
- Ensure that on-going support and updated information is provide to all staff as required
- Ensure that all staff have read the necessary policies and documentation
- Ensure staff follow the Safer Care Code of Conduct
- Take action about specific concerns regarding safeguarding of a child, and seek advice where necessary
- Report any concern that a child has suffered from serious harm or is at risk of immediate serious harm to a child immediately
- Liaise with other agencies as required to ensure that advice is sought and referrals made in accordance with procedures.
- Initiate a Common Assessment Framework where a multi agency-approach is required
- Maintain confidential records of which children at Shapla are subject to a Child Protection Plan and of concerns that have arisen about the wellbeing of children
- Submit reports to, and attend, all Child Protection Conferences
- Ensure that the school effectively monitors children who have been identified as at risk
- Provide guidance to parents, children and staff about obtaining suitable support

### **Roles and Responsibility of Shapla School regarding Child Protection**

- Designated safeguarding leads have responsibility for coordinating action within the school and for liaising with other agencies
- All staff and volunteers should be alert to signs of abuse and report any concerns or suspicions to the designated safeguarding leads
- All staff receive appropriate safeguarding training
- Our safeguarding arrangements take into account the procedures and practice of Tower Hamlets as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB). Section 10 of the Children Act 2004 requires a local authority to make arrangements to promote co-operation between itself and its relevant partners and other organisations who are engaged in activities relating to children
- We have procedures of which all staff are aware, for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse
- Parents are made aware of the school's child protection policy (folder in the school office, website, information meetings)

### **Recording of information:**

The Designated Safeguarding Leads keep a record of children subject to a Child Protection plan, and those causing concern with regards to wellbeing. This information is confidential and is only shared on a strict need to know basis. The records are safeguarded in a secure place away from the children's academic records.

We record information on concerns about the wellbeing of a child on a Common Assessment Framework so that information can be shared between agencies if necessary.

### **Information sharing & the transferring of information when children change schools:**

Good record keeping, information sharing and the transfer of information when children change schools/settings have a very important role to play in safeguarding the welfare of children.

We will ensure that:

- full records are transferred; including concerns about a child's welfare (sent separately to the school's Designated Safeguarding Lead and marked Private and Confidential)
- we notify the Attendance Welfare Advisor if we do not receive the records of a new child, and we keep a record of actions
- we notify the Attendance Welfare Advisor if we do not receive a request for records when a child is moving to another school, and we keep a record of actions

### **Staff Guidelines**

All staff are expected to be aware of, and follow, the school Child Protection policy.

Staff should be aware of the kinds of behaviour towards children that are abusive and the possible signs and symptoms which might indicate that a child is experiencing abusive behaviour. These might include:

- An unusual injury
- Regular unexplained injuries
- Frequent injuries even when apparently reasonable explanations are given
- When confused or conflicting explanations are given about how injuries were sustained.
- Significant changes in behaviour, performance or attitude
- Sexual behaviour which is unusually explicit or inappropriate for the age of the child

## **Dealing with a disclosure**

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

- Listen to what is being said without displaying shock or disbelief
- Allow the child to talk freely
- Be open to listening rather than questioning children
- Do not ask leading or investigative questions; ask open questions rather than closed questions
- Reassure the child but not make promises which it might not be possible to keep
- Not promise confidentiality
- Reassure the child that what has happened is not their fault
- Stress that it was the right thing to tell
- Explain what needs to be done next
- Keep confidentiality within a need to know

## **School Procedures**

These procedures should be followed by any member of staff who suspects or has evidence of abuse of a child, or is concerned about the ability of the carers to provide for the child's protection, safety or wellbeing (this is a legal requirement).

1. Any member of staff must contact the police straight away if they are aware that a child has suffered serious harm or is at risk of immediate serious harm.
2. Any suspicion of physical or sexual abuse or actual disclosure by a child that he or she has been physically or sexually abused must be reported immediately to the Designated Safeguarding Lead, who will report this directly to Children's Social Care.
3. Any member of staff concerned about a child's safety and wellbeing, or possible abuse, (either inside and outside of school) should report their concerns. They will be asked to complete this in writing on the attached ROC form and give this, as soon as possible, to the Designated Safeguarding Lead.
4. The Designated Safeguarding Lead will decide if there is a need to follow this up with Children's Social care and, if so, will complete an LBTH Inter-agency Referral Form.
5. They will then inform the Duty Officer on the CP Advice Line. They may be advised the not to speak to parents, if this may present a safeguarding issue.
6. The Designated Safeguarding Lead will follow the advice of the Duty Line Social Worker.
7. The Designated Safeguarding Lead will keep a confidential record of all reported incidents, disclosures and subsequent actions taken.
8. The Designated Safeguarding Lead may require staff to report additional information regarding the safeguarding of a child if there is an on-going concern, investigation, or if the child is subject to as Child Protection Plan.
9. If it is not possible for the member of staff to report to the Designated Safeguard Lead, they must report directly to the Child Protection Advice Line (Multi Agency Safeguarding

Hub - MASH) themselves on 0207 364 3444. This is confidential and must not be discussed with parents unless advised by the investigative agency. They must inform the Designated Safeguard Lead as soon as possible.

10. If a minor injury or other less serious concern is noted, or if the parent makes a reference to minor physical punishment, the Designated Safeguarding Lead should raise this with parents where possible, and a record of concern should be kept. If there are any inconsistencies or no reasonable, satisfactory explanation, this may be reported to Children's Social Care.
11. If the school suspects that a parent is affected by alcohol or substance misuse, the LBTH Child Protection procedures should be followed.
12. If a child is not collected from school and there is a serious concern about safeguarding, the LBTH Child Protection procedures should be followed.

All staff are duty bound to raise any concerns with the Governor responsible for Safeguarding if they feel inappropriate or insufficient action has been taken by the Designated Safeguarding Lead.

### **Monitoring Children who are the subject of a Child Protection Plan:**

The Designated Safeguarding Lead will be given the name of the Social Worker leading the CP plan. The Designated Safeguarding Lead will attend Core Group meetings to monitor the progress of the action plan, and the wellbeing of the child, along with other agencies.

The Designated Safeguarding Lead will also monitor the attendance and wellbeing of the child in school. They will notify the Social Worker of any new concerns or break-down in the agreed actions.

### **Allegations Involving School Staff**

If a child or parent makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Headteacher (Designated Safeguarding Lead).

It is the legal duty of any member of staff who has reason to suspect that a pupil may have been abused by a member of staff to immediately inform the Headteacher (Designated Safeguarding Lead).

The Headteacher will not investigate the allegation itself but will refer immediately to Children's Social Care team in accordance with Child Protection procedures.

### **Staff from External Agencies**

Staff from external agencies working with Shapla must report this to the Designated Safeguarding Lead. If they remain concerned they should consult their own service's Designated Safeguarding Lead

## ESCALATING CONCERNS ABOUT CHILD PROTECTION

If you are worried about the initial response from the Child Protection Advice Line or MASH and feel a different response is needed then please escalate your concerns:

Child Protection Advice Line



Team Manager - Assessment & Early Intervention (Leonard Kenny or Duty Practice Manager in his absence)



Service Manager – Assessment & Early Intervention (Paul McGee)



Service Head – Children’s social Care (Nasima Patel)

Where there is particular concern about the progress of cases involving allegations against members of staff then the Headteacher or Chair of Governors of the School or the Manager or LA Officer with responsibility for the Centre/Service should contact:

Local Authority Designated Officer (LADO) - James Gilley

Should the LADO not be available then the following can be contacted:

- Schools and Education Settings and Services - Principal Attendance and Welfare Advisor / School Safeguarding Lead (David Hough);
- Non-School Settings and Services - Group Manager, Child Protection and Reviewing Service (Nadira Huda).

For information on Child Protection and Safeguarding training contact:

Safeguarding Training Coordinator – Sheila Leighton

**Training:**

Tim Barnes	Headteacher	Child Protection Extremism & radicalisation and Child Sexual Exploitation	06.10.16 / 22.10.16 15.10.15
Dawn Pritchard	SLT	Child Protection	08.10.15
Jill Hankey	Governor responsible for safeguarding	Multi-Agency Working to Safeguard Children in <b>Tower Hamlets (Foundation)</b>	07.02.17

**Shapla Primary School  
Child Protection Record of Concern**

**Pupil's name:**

**Date of birth:**

**Class:**

**You must record any concerns you have. If you speak directly to the child please remember the following:**

- Is there evidence of injury? If so please draw diagram to show where.
- What other indicators are there? (eg. appearance, behaviour)
- State where and when a disclosure was made and who else was present.
- You must **NOT**
  - interrogate the child; let them lead the conversations and tell you (as far as possible)
  - ask probing / leading questions or suggest answers;
  - let the child think you are judging in any way
  - promise to keep a secret

Use the 'TED prompt' - Tell me ..... Explain.....Describe.....

If a child makes a disclosure about physical chastisement then we will need the following information:

*When did it happen? What reason was given? Where on the body? Was an implement used? How many times? Is there a mark? Has this happened before?*

If you can get this information during the initial conversation then please record the answers given. If not, then the DSP will have to get the information from the child during another discussion.

**Please give this form to the Designated Safeguarding Lead.**

Date	Details of disclosure/observed concerns
Action by member of staff	
Signed	Date
Action by Designated Safeguarding Lead	
Signed	Date