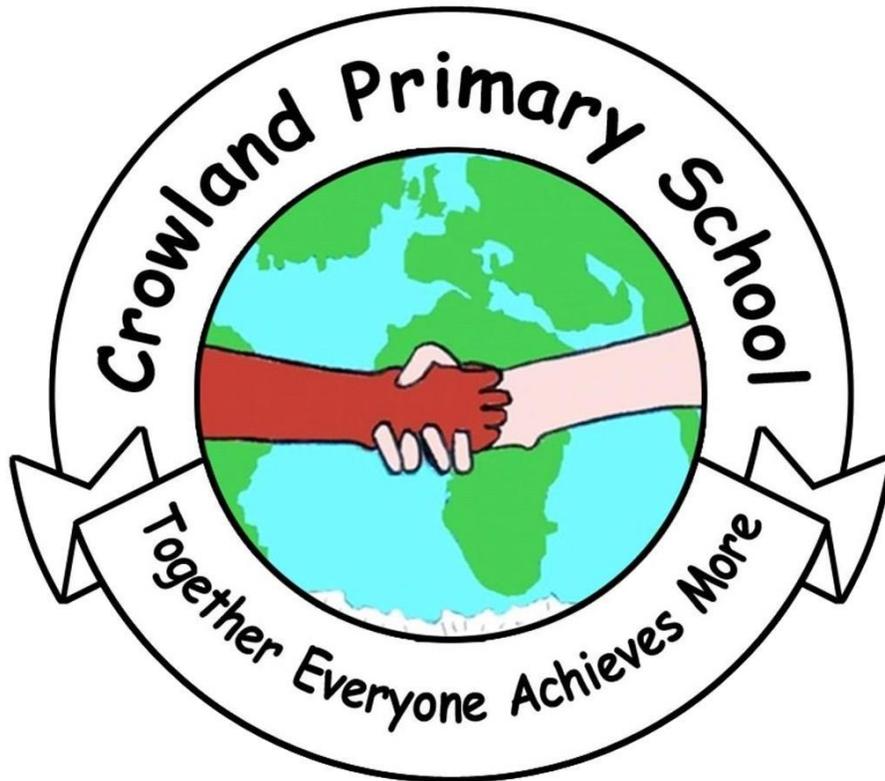


CROWLAND PRIMARY SCHOOL



Safeguarding Policy
September 2016

Introduction

All children have the right to be safe from harm and abuse.

Practitioners who work with children at Crowland primary school will read this policy within the framework of the following guidance and legislation;

- Keeping children safe in education: statutory guidance for schools and colleges (2015)
- Working Together to Safeguard Children (2016) statutory guidance
- London Child Protection Procedures, 5th Edn.(2015)
- Information Sharing (2015)
- What to do if you're worried a child is being abused (2015)
- Children Act 1989
- Children Act 2004
- Education Act 2002
- Children and Families Act 2014

Through their day-to-day contact with pupils and their direct work with families, all staff and volunteers in school have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage.

Governing Body

The Governing Body of Crowland Primary holds responsibility for ensuring that the safety of the children in this school is of paramount importance at all times and recognises the contribution the school makes in safeguarding and protecting children. The Governing Body takes seriously its statutory responsibility to do so and recognises that all staff working with children have a full and active part to play in protecting them from harm.

The Governing Body is responsible for ensuring that any deficiencies or weaknesses in the school's arrangements for safeguarding and promoting the welfare of children are addressed and remedied without delay. The Governing Body will seek advice from and work in partnership appropriately with Haringey Council in fulfilling its safeguarding and child protection responsibilities.

Whilst the Governing Body holds overall responsibility for the child protection and safeguarding functions of the school, the day to day operational responsibility rests with the Head Teacher.

The School

The school is committed to providing an environment where children can play, learn, develop and achieve and where they are safeguarded and are enabled to tell or communicate if they are being harmed in some way. We are committed to ensuring that all staff are sensitive to issues of race, culture, gender and diversity but these issues should never be a barrier to sharing and reporting concerns about children.

All staff including teaching and non-teaching staff, temporary and supply staff, clerical and domestic staff, volunteers and staff working on site employed by other services and agencies and those working with children and families in the community have a statutory responsibility to safeguard and promote the welfare of children and must be aware of and fully conversant with this policy. All staff must be given the policy in writing and follow the school's procedures and guidance times.

For the purposes of this document, the term 'staff' will apply to those listed above. Because of their day to day contact with children, the staff at Crowland Primary School are well placed to observe possible signs of abuse in children.

It is neither the role nor responsibility of those working with children in the school to assess, diagnose or investigate whether a child is at risk of or suffering harm or abuse. It is the responsibility of all staff to be aware of the need to report any concerns about a child to the Designated Child Protection officers our Assistant Head for Inclusion Maureen Dyer or the Head teacher Melisha Trotman.

Aims and Objectives

The purpose of our Child Protection Policy is to:

- Raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying concerns and reporting them as a matter of priority;
- Provide a framework to support staff in identifying concerns that a child may be suffering harm or abuse thereby enabling them to report those concerns without delay;
- Maintain an environment where children feel secure and are listened to;
- Ensure that the school has sufficient Designated Members of Staff for Child Protection to enable one of them to be available or contactable at all times during the school day;
- Ensure that the Governing Body has a nominated member who is responsible for child protection;
- Enable and support good levels of communication between staff;
- Ensure that all Designated Members of Staff for child protection have undertaken suitable and appropriate training

- and that this training is up- dated at a minimum every two years;
- Ensure that all staff receives child protection training at a minimum every three years;
 - Develop and promote effective working relationships with partner agencies;
 - Provide a systematic means of monitoring children who are thought be at risk of harm or who plans are subject to child protection;
 - Provide structured procedures within the school which will be followed by all staff when there are concerns about a child;
 - Ensure that all adults working with children in the school community have undergone appropriate checks as to their suitability to work with children in line with the Department of Education and Haringey Council.
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- Ensure that procedures are followed where an allegation is made against a member of staff or volunteer in accordance with the Department for Education 'Dealing with Allegations against Staff' October 2012 with the involvement of the Local Authority Designated Offer.

Procedures and Guidance

This Policy should be read in conjunction with the Summary Booklet “

What to do if you're "Worried a Child is being Abused"

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/41960

[What to do if you re worried a child is being abused.pdf](#)

Our procedures are in line with the London Child Protection Procedures 5th edition 2015 a copy of which is kept in the School Office and is available on the London Safeguarding Board website: www.Londonscb.gov.uk and Working Together to Safeguard Children 2016

All school staff should be knowledgeable about what constitutes abuse and know the signs and symptoms of abuse. This knowledge is gained through child protection training provided by the Head Teacher & Designated Officer.

If you have any child protection concerns about any members of our staff or community you can also speak to Mrs Trotman or Ms Dyer or report it directly to the Local Authority Designated Officer (Ricella Brown). She is trained senior social worker who specialises in managing allegations made against staff who work with children. she can be contacted on 020 8489 2968 or LADO@haringey.gov.uk

Responsibilities of the Head Teacher

The Head Teacher is responsible for ensuring that the child protection policy and procedures adopted by the Governing Body are fully implemented and followed by all staff. The Head Teacher also acts as the first designated Child protection Officer in the school with the responsibility for the safe storage of confidential records.

It is the Head Teacher's responsibility to allocate sufficient resources and time to enable the responsibilities of the Second and Third Designated Member of Staff for Child Protection to be discharged fully and to ensure that staff are able to attend strategy discussions, child protection conferences and other inter-agency meetings, and to contribute fully to the assessment of children.

The Head Teacher is responsible for ensuring that all staff feel able to raise concerns about poor or unsafe practice regarding children, and that concerns will be addressed sensitively and in a timely manner in accordance with the school's whistle blowing policy. We recognise that it is not the responsibility of children to raise concerns. It is the responsibility of all staff to share concerns about the actions or attitudes of colleagues with the Head Teacher or Deputy Head Teacher who will deal with the concerns appropriately.

The Role of the Designated Member of Staff for Child Protection

The school's Head Teacher, Deputy and Assistant head for Inclusion are the Designated Member of Staff (DMS) for the school.

It is the role of the first, second and third DMSs to act as a source of support and guidance on all matters of child protection and safeguarding within the school. The Head Teacher and Assistant Head for Inclusion retain overall responsibility for and oversight of child protection within the school. In the absence of the first DMS the staff will report concerns to the second DMS who will act in accordance with this policy, Working Together to Safeguard Children, Safeguarding Children and Safer Recruitment in Education/London Child Protection Procedures and report back to the DMS.

The Designated Member of Staff is responsible

for:

- Ensuring that all staff receive appropriate and regular child protection training and ensure that they are up to date with current legislation, policy and practice and that all staff new to the school receive the child protection policy in their induction pack to enable them to adhere to the school's policy. Because children will often talk to non-teaching staff about their concerns and what is happening to them, it is important that all staff receive training to enable them to respond sensitively and appropriately to what children tell them;
- Maintaining and up-dating child protection and safeguarding policies and procedures annually and ensuring that they disseminated and adhered to by all staff;
- Ensuring that there is a system for monitoring and recording concerns about children at an early stage which is implemented across the school and adhered to by all staff;
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Managing child protection concerns and making referrals to Children's Social Care for the borough in which the child is resident when it is appropriate to do so and seeking advice and guidance on these matters when appropriate;

- Attending and providing reports to child protection conferences and core group meetings and contributing to child protection plans;
- Monitoring the attendance and progress of children who are the subject of child protection plans and implementing the school's part of the plan;
 - Informing Children's Social Care of any proposed change of school of a child who is subject to a protection plan and alerting them if a child who is subject to a protection plan is absent from school without reasonable justification;
- Ensuring that relevant information about children is shared with staff on a 'need to know basis';
- Maintaining accurate and comprehensive child protection records which are held securely and confidentially;
- Ensuring that all staff are aware of the need to record concerns about children and enabling them to do this as part of a school-wide process;
- Ensuring that complete and accurate records are forwarded to receiving schools whether that be at 11+ or for in-year admissions/transfers and checking that they are received by the new school;
- Ensuring that parents and carers have access to the school's child protection policy and that a hard copy is made available on request, so that they are aware of the school's statutory duty to refer child protection concerns and that this is referred to in the school's brochure/prospectus/newsletters for parents and carers;
- Having a working knowledge of the role and function of the Haringey Safeguarding Children Board, as well as the safeguarding procedures of Islington, Barnet and Camden.

Extended Services and Activities

The Governing Body of Crowland primary School is responsible for controlling the use of school premises both during and outside school hours, except where a trust deed allows a person other than the Governing Body to control the use of the premises, or a transfer of control agreement has been made. Where services are provided directly under the supervision and management of the school, the school's child protection policy and procedures will apply.

Where activities and services are provided separately, the Governing Body will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place and that there are agreed arrangements to liaise with the school on these matters where appropriate. Evidence of appropriate policies and procedures must be provided to the Governing Body.

The Governing Body will only work with providers that can demonstrate that they have effective child protection policies and procedures in place, provide appropriate training and that the vetting arrangements for their staff are compatible with those of Haringey Council and government guidance. The Governing Body will enter into a formal letting contract with the provider once these conditions are met but reserve the right to withdraw permission for any letting.

Services Provided by the Extended School

There will be at any one time, a number of professionals delivering services to children and families on behalf of the school in the community as well as on the school site. These professionals may be employed by partner agencies such as Children's Social Care, Health, or other agencies.

All staff providing services to children whether in school or in the community on behalf of the school, must adhere to the school's child protection policy.

- Staff from partner agencies working with children in the community will follow the referral procedures of their own agency and will inform the DMS that they have made a child protection referral as a matter of priority.

Supporting Children

We recognise that a child who is abused or neglected may find it difficult to develop and maintain a sense of self-worth. We recognise that children may feel helpless and humiliated and may blame themselves for what has or is happening to them. Our school may provide a vital source of stability in the lives of children who have been abused or are at risk of harm, as well as good lines of communication with trusted adults, supportive friends and an ethos of protection. We recognise that the behaviour of a child in these circumstances may range from that which is perceived to be 'normal' to aggressive or withdrawn.

We aim to support the children in our school by:

- Encouraging a sense of self-worth and assertiveness whilst not condoning bullying and aggression. Bullying in itself may result in the threshold of significant harm being met and we take seriously our responsibility to challenge bullying behaviours in accordance with our anti-bullying policy;
- Promoting a caring and safe environment within the school;
- Providing opportunities through the Foundation Stage and PHSE curricula for children to learn strategies to protect themselves, ask for help and support and gain confidence in standing up for their rights and valuing and respecting others;
- Working in partnership with other services involved in safeguarding children and notifying Children's Social Care as soon as there are significant concerns about a child;
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are always listened to; and
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.

Confidentiality

Confidentiality is an issue which needs to be fully understood by all those working with children, particularly in the context of child protection.

All matters relating to child protection are strictly confidential. We respect the right of families to have information about them dealt with sensitively and confidentially in line with statute and guidance. Child protection information regarding children in our school will be shared with staff on a strictly need to know basis. A member of staff will 'need to know' information when it is demonstrably to benefit the child. All staff are expected to conform to the school's standards of good professional practice and maintain confidentiality appropriately at all times.

All staff must be aware of their responsibility to share information with the Head Teacher and with other agencies in order to protect and safeguard children. No one in the school may guarantee confidentiality to a parent or carer and must make it clear that information will be shared if there are concerns about the welfare of a child, even if they do not consent to the sharing of information.

No one in the school may guarantee to a child that they will keep a secret and must always make it clear to children in language that is appropriate to the age and understanding of the child, that any information which leads an adult to be concerned that a child is suffering or is at risk of suffering harm will be shared with the DMS in order to take measures to safeguard the child or other children at risk.

Supporting Staff

- We recognise that child protection is a difficult and sometimes upsetting subject for those who work with children. Working with a child who has suffered harm or is at risk of harm may be stressful and distressing. We are committed to supporting such staff by providing opportunities for them to talk through their experiences and anxieties with the DMS or Deputy DMS and to seek further support as appropriate. All staff and volunteers should feel able to raise concerns about poor or unsafe practice, and such concerns will be addressed sensitively and effectively in accordance with agreed whistle blowing procedures. A copy of the summary version of 'What to do if you're worried a Child is Being Abused' should be made available to every member of staff.
- The staff in this school will have important information about individual children's presentation, their levels of understanding and how best to communicate with them.
- All staff working with children with special educational needs or disabilities will receive appropriate training to enable them to meet the needs of these children appropriately and to recognise and report any concerns.
- This should be read in conjunction with our separate policy on Intimate Care and Managing Medicines.
- **Working in Partnership with Parents and Carers**
- The Governing Body and staff of the school are committed to creating and maintaining a culture of openness and honesty and strive at all times to work in partnership with parents and carers. We believe that this is in the best interests of children and their families. Only by developing co-operative working relationships within which parents and carers feel respected will be able to work holistically with children.
- Parents and carers will be given access to our child protection policy and a summary of it will be included in the literature given to those whose children are new to the school. We believe it is important that parents and carers are aware of our statutory duty to safeguard and promote the welfare of children and that we will where necessary share concerns about children with Children's Social Care.
- Wherever possible we will aim to discuss concerns about children with their parents or carers and inform them if we intend to make a referral to the Children's Services Contact Team.
- There may be rare instances however, when we judge that it is not appropriate to speak to a parent or carer before contacting the Children's Services Contact Team. This would happen when the DMS or a Deputy DMS in her absence, judges that a child's wellbeing will be imperilled if the parent or carer is aware that a referral is to be made.

Recording

- Recording is a tool of professional accountability and is central to safeguarding and protecting children. The school should keep a record of staff child protection training.
- It is not always possible to know whether a small or vague concern held today may increase as the days or weeks pass and later form the substance of a child protection referral. For this reason it is vital that concerns are recorded comprehensively and accurately so that they can be monitored and emerging patterns noticed.
- Concerns about children should be recorded on the school's monitoring sheet, which can be found in every classroom. This will detail the concerns about a child. A discussion with the DMS or Deputy DMS will be had then advice sought by Social services. If a referral is made then parents will be informed. The sheet is then stored in the child's individual file (which will be created if it does not already exist), which is held confidentially in the Assistant Heads of Inclusion office separately from a child's main school/education records.

Referrals to Children's Social Care and Child Protection meeting minutes will be held confidentially, in the child's file in the Assistant Head of Inclusions Office. Records should be signed and dated and kept in chronological order. School actions agreed in child protection conferences/strategy meetings must be implemented and evidenced.

Referrals and Incidents of abuse and disclosures

If a member of staff suspects that a child in the class may be a victim of abuse, or if a child makes a disclosure of abuse, they immediately inform the Designated Member of Staff for Child Protection about their concerns and together complete a Monitoring sheet. This can be found in every class on the teacher's notice board

Staff consults with the DMS. Where appropriate, advice is sought from Social Care. The child's name must be given and after consideration of all the evidence, a decision is taken by the DMS whether a referral is required. Child Protection referrals will be made to Children's Social Care (in the child's home borough). Referrals are made by telephone in the first instance to the Children's Services First Response or Contact Team. The Referral Form is then completed and sent by email within 24 hours.

A copy of the referral is kept confidentially by the school.

In a Designated Member of Staff's absence, teachers take their concerns to a Deputy Designated Member of Staff. In the unlikely event that all key adults are unavailable, staff may make a referral to Social Care themselves if it is deemed to be a matter requiring immediate action and attention and will inform the Designated Member of Staff of the actions taken.

Any action that the Designated Member of Staff takes when dealing with an issue of child protection is in line with the procedures outlined in the LA Child Protection guidelines.

The Designated Member of Staff works closely with the Social Care department and the Local Safeguarding Children Board (LSCB) when investigating any allegations of abuse. All parties involved handle such investigations in a sensitive manner, and the interest of the child is considered at all times

In line with best practice, the parents should be informed about the referral to Social Care and the nature of the concern. In some situations Social Care will need to inform the parents about the referral. In cases of sexual abuse or immediate risk of harm to a child, the parents are not informed by the school.

If a child protection referral is made, a strategy meeting is convened by Social Care if deemed to be necessary. The strategy meeting offers the opportunity to share information and formulate a plan of action. A DMS will attend and participate in all strategy meetings, case conferences and meetings held under the LA guidelines. Class teachers will be asked to submit a report to be shared with all those involved in the child's well-being.

- If a disclosure is made with regards to a member of staff, this should be referred to the Headteacher who will liaise with the LADO.
- In the event of the allegation being made against the Headteacher this will be referred to the Chair of Governors who will liaise with the LADO.
- We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons.

Appendix 1 contains guidelines for staff members handling disclosures.

School transfers

Where a pupil is transferring to another school, the DMS should liaise with the school the pupil is transferring to and copy and forward records including previous referrals to the other school and to check that they have been received.

Any child entering the school will also have their previous school/placement contacted to see if there are any previous CP concerns recorded.

Promoting the Well-being of Pupils

The School will promote the wellbeing of all its pupils as per the Education and Inspections Act 2010. Well-being is defined in the Children Act 2004 in terms of:

- physical and mental health and emotional well-being
- protection from harm and neglect
- education, training and recreation
- the contribution children make to society
- social and economic well-being

Children with Special Educational Needs or Disabilities

Research suggests that children with special educational needs or disabilities are more vulnerable to abuse. The risks to disabled children may be increased by their need for practical assistance and physical dependency including intimate care which may be delivered by a number of different carers, by possible communication difficulties and lack of access to strategies to keep themselves safe or by the increased risk that they may be socially isolated. Further information on safeguarding disabled children is available in the government guidance 'Safeguarding Disabled Children, Practice Guidance'.

Staff ,who work with children in any capacity must be particularly aware of and sensitive to how the effects of abuse or harm may present, and be able to pick up on any changes in behaviour or presentation that might indicate a concern. Staff should have a detailed knowledge of pupils' individual care needs as well as their academic needs and take these into account when working with them and their families. Concerns should be shared immediately with the DMS or in his/her absence one of the Deputy DMS.

Physical Intervention

Our policy on positive handling is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.

There may however be times when adults in our school, in the course of their duty, use physical intervention to restrain children. The Designated Member of Staff

requires the adult involved in any such incident to report this to him immediately, and to record it on the appropriate form (see Policy on Restraint).

We understand that physical intervention of a nature that causes injury or distress to a child may be considered under safeguarding children or disciplinary procedures.

Racist Incidents

Our policy on racist incidents is set out in the Behaviour Policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding children procedures.

Bullying

Our policy on bullying is set out in a separate policy and acknowledge that to allow or condone bullying may lead to consideration under safeguarding children procedures.

E-safety

Our eSafety Policy and Acceptable Use Agreement recognises that internet safety is a whole school responsibility (staff, pupils, parents).

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

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

Health & Safety

Our Health & Safety Policy reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips and visits. More guidance and support regarding requirements for school trips and visits can be found in Educational Visits Policy

Attendance, the School Roll and Missing Pupils

At agreed intervals, the school will give the LA the name, date of birth and address of every pupil who does not go to school regularly and inform the LA if:

- a pupil has been continuously absent without authorisation for not less than 10 school days, specifying the cause if known;
- a pupil has been permanently excluded;
- a pupil is moving away from the area and is not known to have registered at another school;
- a pupil has a custodial sentence of more than four months and has been taken off the roll;
- the pupil has run away from home; or
- any pupils of compulsory school age have been taken off the roll because the parents have informed the school that the child will be taught at home (elective home education).

If a pupil leaves the school without notice being given by the parent or without the school being advised of the new address and/or school the pupil is to attend, the school will notify the Education Welfare Service as soon as possible. If after four weeks enquiries have failed to locate the pupil, the school will remove the pupil's name from the school roll, after having given the parent written notice of the date of removal. If there are child protection concerns, the appropriate referral will be made to the Children's Services Contact Team and/or the Police Child Abuse Investigation Team.

Private Fostering

Privately fostered children are cared for by someone other than a parent or close relative (e.g., step-parents, siblings, siblings of a parent and grandparents) for 28 days or more. School staff must share their concerns with the DMS or Deputy DMS, who have a statutory duty to make a referral to the Children's Services in relation to a child up to the age of sixteen if:

- They become aware of a private fostering arrangement which is not likely to be notified to the local authority; or
- They have doubts about whether a child's carers are actually their parents, and there is evidence to support these doubts, which may or may not include concerns about the child's welfare.

Further information about private fostering arrangements can be found at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf and www.baaf.org

Trafficked and Exploited Children

A trafficked child is coerced or deceived by the adult who brings them into the country. Trafficked children are denied their human rights and are forced into exploitation e.g., domestic servitude, forced marriage, criminal activity, begging, benefit fraud, acting as a drug mule, sweatshop or restaurant work. Children may appear to submit willingly through fear for themselves or their family, because their parents have agreed to the situation or because of bribes. Recognition of trafficked and exploited children will normally rely on a combination of general signs of abuse and neglect and issues concerned with the child's immigration status. These children may not be in possession of their own travel documents, be excessively afraid of being deported, be in possession of false papers, being cared for by an adult who is not their parent, presenting with a history of missing links and unexplained moves. School staff should share their concerns with the DMS or Deputy DMS without delay if they suspect a child has been trafficked. Further information is available in 'Safeguarding Children who may have been Trafficked'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

. As it is closely related to trafficked children, there is further guidance in

“Safeguarding Children and Young People from Sexual Exploitation”
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf

Child Sexual Exploitation

Child sexual exploitation is a form of child abuse. Essentially it involves children and young people receiving something – for example accommodation, drugs, gifts or affection – as a result of them performing sexual activities, or having others perform sexual activities on them. It can occur without physical contact, when children are groomed to post sexual images of themselves on the internet. The three broad categories are (1) inappropriate relationships (2) ‘boyfriend’ model of exploitation and peer exploitation; and (3) organised/networked sexual exploitation or trafficking. If staff suspect a child has been sexually exploited or is at risk of sexual exploitation, they must share the information with the DMS or Deputy DMS without delay. ‘Tackling Child Sexual Exploitation Action Plan’ was published in December 2011:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/200107/DFE-00072-2012.pdf

Female Genital Mutilation

Guidance is available in ‘Safeguarding Children from Female Genital Mutilation’
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

Female genital mutilation is a form of child abuse common to, but not limited to, some African, Asian and Middle Eastern communities in the UK. This illegal and life-threatening initiation ritual can leave young victims in agony and with physical and psychological problems that can continue into adulthood. Carried out in secret and often without anaesthetic, it involves the partial or total removal of the external female genital organs. Victims are usually aged between four and ten, but some are babies.

It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to

protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. School staff should be alert to the following indicators:

- The family comes from a community that is known to practise FGM;
- A child may talk about a long holiday to a country where the practice is prevalent;
- A child may confide that she is to have a 'special procedure' or to attend a special occasion;
- A child may request help from a teacher or another adult;
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family

School staff who have any concerns relating to FGM should report them immediately to the DMS or Deputy DMS, who would make a child protection referral to the Children's Services. School staff also have a legal duty to report any suspicions of FGM to the police and will be supported to this by the school Leadership Team and Haringey Social Care Teams.

Domestic Violence

The new extended definition of domestic violence is: 'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.'

This can encompass, but is not limited to, the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

'Controlling behaviour' is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

'Coercive behaviour' is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. This definition, which is not a legal definition, includes so called 'honour'

based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group. The harm caused to children can be significant – through emotional and physical abuse and/or neglect. From 2002 the definition of significant harm was amended to include “the harm that children suffer by seeing or hearing the ill-treatment of another, particularly in the home”. Therefore if staff are aware that a child is witnessing or hearing domestic violence, they should inform the DMS or Deputy DMS.

Young Carers

Guidance is contained in ‘Improving Support for Young Carers’

<http://education.gov.uk/publications/standard/publicationDetail/ Page1/DFE-RR084>.

In many families, children contribute to family care and well-being as part of normal family life. A young carer is a child who is responsible for caring on a regular basis for an adult or a sibling who has an illness or disability. Caring responsibilities can significantly impact upon a child’s health and development. The school will refer to Social Care where a young carer is:

- Unlikely to achieve or maintain a reasonable standard of health or development because of their caring responsibilities
- At serious risk of harm through abuse or neglect
- Providing intimate body care.

Gangs

Crowland Primary School recognises and considers the risk older siblings in gangs may pose to their younger siblings and looks to prevent any future gang involvement by promoting positive behaviour and positive activities.

Guidance for child protection and gang involvement can be found at Safeguarding Children affected by Gang Activity and / or Youth Violence (LSCB and LSYVB, Nov 2009) and The Management of Gang Issues and Young People in Prison Custody and the Community: joint Thematic Review (HM Inspectorate of Prisons, June 2010). All of these documents give clear guidance on how to deal with young people involved in gang activity and serious youth violence.

PREVENT - Preventing Radicalisation/Tackling Extremism

Keeping children safe in education is our priority.

Crowland Primary School works in partnership with the wider school community to ensure children and their families are safeguarded from radicalisation and extremism.

In line with the *PREVENT* duty we will ensure that all staff and governors are trained, informed, recognise vulnerability and mitigate the risks. We will produce an action plan to mitigate identified risks and ensure the curriculum embeds British Values, teaching our staff, children and visitors to be tolerant and have respect for all faiths within our multi-cultural society.

This is underpinned by a range of other school policies including 'e' safety, curriculum, staffing and safer recruitment.

Crowland School's statement of values respects learner and staff diversity, encourages freedom and openness and promotes the learner voice. The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others.

Other Relevant Policies

- The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures.

The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies and guidance.

- eSafety Policy
- Health and Safety Policy
- Intimate Care Policy
- Anti-bullying Policy
- Behaviour Policy
- Safer Recruitment Policy
- Use of Force Policy
- Managing Medicines Policy
- Allegations of Abuse Against Staff Policy
- Attendance Policy
- Guidance on the Use of Touch
- Whistleblowing Procedures
- Guidance on Dealing with Challenging Situations

Persons Responsible for implementation of this policy

This policy was adopted by the Governing Body on

This policy will be reviewed annually by the Governing Body when the Head Teacher will report on its operation and effectiveness.

Lead Governor for child protection: Roger Knight

Designated Member of Staffs (DMS) for child protection: Maureen Dyer (Assistant Head Inclusion)

Designated Members of Staff for child protection:
(Headteacher)

Melisha
Trotman

Child Protection Response Team:

Maureen Dyer
Melisha Trotman

Recognising Abuse

In the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached their 18th birthday.

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2010) as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Abuse and neglect are forms 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 a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Physical abuse

Physical abuse 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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development:

- It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.

- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home.
- It may involve serious bullying (including via electronic media), 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, though it may occur alone.

For more information, see our Anti-Bullying Policy.

Sexual abuse

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

Neglect is 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 caregivers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 1: Dealing with Disclosures

Receive

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said.
- Make a note of what has been said as soon as practicable.

Reassure

- Reassure the pupil, but only so far as is honest and reliable. For example, do not make promises you may not be able to keep e.g., 'I'll stay with you' or 'everything will be alright now'.
- Do not promise to keep it a secret as your professional responsibilities may require you to report the matter. If you make this promise to a child and then break it, you confirm to the child yet again that adults are not to be trusted.
- Do reassure and alleviate guilt, if the pupil refers to it. For example, you could say:
 - o I believe you.
 - o We're pleased you told us because now we can tell people whose job it is to help children – social workers.
 - o I am glad you came to me.
 - o I am sorry this has happened.
 - o You're not to blame. You are not alone, you are not the only one this sort of thing has happened to.
 - o We are going to do something together to get help.

React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.
- Do not ask 'leading' questions, for example 'what did he do next?' (this assumes he did!), or 'did he touch your private parts?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff. Try to see the matter through yourself and keep in contact with the pupil. Ensure that if a Social Services interview is to follow, that the pupil has a support person present if the pupil wishes it (possibly yourself).

Record

- Make some very brief notes at the time on any paper which comes to hand, and write them up as soon as possible.

- Do not destroy your original notes in case they are required by a court.
- Record the date, time, place, persons present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
- Draw a diagram or complete a body map to indicate the position of any bruising.
- Record statements and observable things, rather than your 'interpretations' or 'assumptions'.

Remember

Follow your school's child protection policy and procedures and share your concerns with your DMS or Deputy DMS. Consult with the DMS or Deputy DMS as appropriate.

- Refer to Children's Social Care and/or Police if relevant.
- Support the child: listen, comfort, and be available.
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.

Try to get some support for yourself if you need it.

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