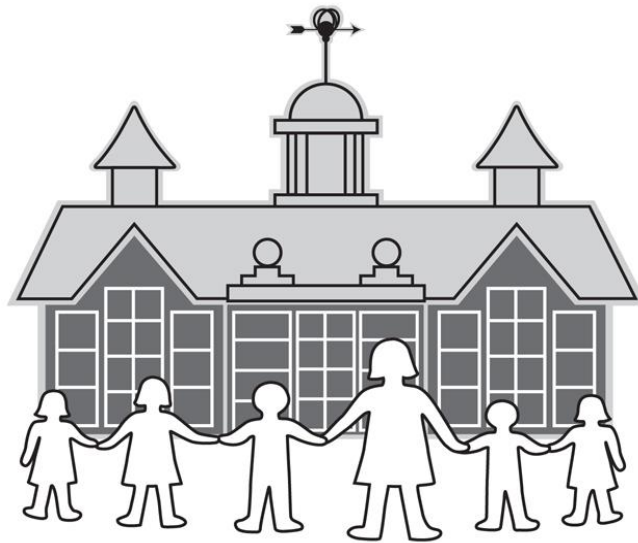


North Ealing Primary School



Child Protection Policy (2017)

Committee with oversight for this policy - Curriculum & Standards	
Policy to be approved by the Full Governing Body	
Policy last reviewed by the Curriculum & Standards Committee	08/03/2017
Policy last ratified and adopted by Full Governing Body	15/03/2017
Policy / Document due for review	March 2018

North Ealing Primary School

Child Protection Policy

Background

This policy should be read in conjunction with other safeguarding policies and in particular the following:-

- Anti bullying
- Acceptable Use of Technology
- Diversity & Equality Opportunities
- Behaviour
- Health and safety and risk assessments
- Health care plans
- ICT and Online Safety
- Whistle blowing
- Complaints against staff
- Race Equality
- Safeguarding Statement
- Safer Recruitment
- SEN
- PSHE

Child Protection Policy

This policy applies to all staff, agency staff, contractors, governors and volunteers working in the school. It reflects current legislation, accepted best practice and complies with government guidance: Working Together to Safeguard Children (2015, updated 2017) and Keeping Children Safe in Education (2016), Children Act (2004) Statutory Framework for Early Years foundation Stage (2014) the London Safeguarding Children Board Procedures and HM Prevent Duty Guidance 2015.

Designated Child Protection Lead

Michael Belsito

Deputy Designated leads

Sally Flowers

Judith Anderson

Designated Child Protection Governor

Sophie Baker and Andrew Dharman

Local Authority Designated Officer (Interim Manager)

Sariah Eagle

1. Purpose

At North Ealing we recognise the fundamental importance of safeguarding and its centrality to all our work. It is the responsibility of every adult to ensure that children taught throughout the school are able to learn and develop and are kept safe and healthy in a secure learning environment that safeguards and promotes their welfare and takes appropriate action where there are child protection concerns. To do this, staff must know how to work to keep children safe, identify risks, signs of harm or potential harm and how to seek advice from the school's designated safeguarding lead.

Staff and Governors at North Ealing are aware that many children are the victims of different kinds of abuse and that they can be subjected to social factors that have an adverse impact upon their lives – including domestic violence, substance misuse, bullying, mental health and radicalisation. We also acknowledge that safeguarding incidents could happen anywhere and staff should be alert to possible concerns arising.

2. Definitions

The school adopts the definition of Safeguarding used in the Children Act 2004 and in 'Working Together to Safeguard Children'. This can be summarised 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
- Taking action to enable all children to have the best outcomes

Safeguarding relates to a wide range of aspects of school life which are interconnected including:

- Health and safety including pupils' health and safety
- Pupils' attendance and wellbeing
- Meeting the needs of pupils with medical conditions
- Educational visits
- Intimate care
- Supervision including changing for P.E. or swimming
- Online-safety
- Acceptable use of technology
- Safe use of images
- Physical intervention or approach (the use of reasonable force or restraint)
- Working alone with others
- Visitors, parents, volunteers, contractors on site
- Safer recruitment and DBS checks
- Allegations against staff
- Whistle blowing
- First aid
- School security and visitor management
- Equality and diversity

Safeguarding can involve a range of specific issues:

- Bullying including cyberbullying and prejudice-based bullying such as racist, disability, homophobic or transphobic abuse (see anti-bullying policy)
- Radicalisation and extremist behaviour

- Child sexual exploitation
- Sexting
- Drug and substance misuse
- Gang and youth violence
- Domestic violence
- Female Genital Mutilation
- Forced marriage
- Fabricated or induced illness
- Faith abuse
- Gender based violence/violence against girls

3. Aims

The aims of this policy are to:

- Ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- Support the children's development in ways that will foster security, confidence and independence, equipping them with the skills needed to keep them safe
- Raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse which will be followed by all members of the school community in cases of suspected abuse
- Support pupils who have been abused in accordance with the agreed child protection plan
- Establish a safe environment in which children can learn and develop.
- Provide a systematic means of monitoring children known or thought to be at risk of harm.
- Emphasise the need for good levels of communication between all members of staff.
- Develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Develop and promote effective working relationships with other agencies, especially the Police and Social Services

4. Procedures

We follow the procedures set out by the Local Safeguarding Children Board (LSCB) and take account of guidance issued by the DfE to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role
- Ensure we have a nominated governor responsible for child protection
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated senior person responsible for child protection and their role (photos on display on the Safeguarding Board in the Link and in classrooms)
- Ensure all staff, students and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection
- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus
- Notify social care if there is an unexplained absence of more than two days of a pupil who is on the child protection register

- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences
- Keep records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all records are kept securely, separate from the main pupil file and hard copies of child protection files are in a locked location.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer and report to the Local Authority Designated Officer (LADO), as appropriate
- Ensure safe recruitment practices are always followed, by having at least one person on each interview panel that has completed the Safer Recruitment training and by ensuring staff are enhanced DBS checked, entered on the Single Central Record (SCR) and references are taken up and kept on file.
- Ensure safeguarding records have been received for pupils who transfer from another school

5. The role of the Headteacher

- To promote child protection and safeguarding as a priority.
- To support the designated child protection lead and other designated teachers in logging and reporting child protection concerns, ensuring they are able to attend conferences and core group meetings.
- To support the governing body in their child protection and safeguarding role.
- To ensure all recruitment is carried out appropriately.
- To ensure the single central record is maintained and up to date.
- To ensure all staff and governors receive approved external training every two years with further training/updates delivered at least annually and the designated child protection teacher updates their training at least every two years.
- To deal with allegations of abuse which are made against staff or volunteers

6. The role of the designated Child Protection Lead

- To raise the awareness of all staff, students and volunteers to the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children thought to be at risk.
- To emphasise the need for good levels of communication between all staff.
- To develop a structured internal procedure to be followed by all members of the school community in cases of suspected abuse.
- To promote understanding and build relationships with other agencies in order to work together more effectively.
- To work with the PSHE co-ordinator to promote children's personal, social and health development in ways which foster security, confidence and independence and to work with the member of staff responsible for online safety in the school.
- To ensure all new staff and volunteers are informed about the school's child protection and safeguarding policy during their induction and have read at least Section 1 of Keeping Children Safe in Education.
- To seek advice from and report cases to social care when appropriate.
- To develop a network of support which would be made known to staff or parents e.g. details of parent support groups; parent networks; relevant telephone numbers.
- To attend training at least every two years and keep up to date with changes in legislation

7. The Role of the Governing Body

- To have named governors responsible for looked after children and children subject to a child protection plan.
- To ensure an annual safeguarding report is completed and submitted to the full governing body.
- To make at least one focus visit per year to audit child protection procedures.
- To review child protection data presented at termly governing body meetings.
- To review the child protection policy annually.
- To participate in training at least every two years.

8. Procedures for dealing with disclosures

It is vital that our actions do not abuse the child further or prejudice further enquiries. The following procedure is displayed in classrooms and in key rooms around the school.

If a member of staff receives a disclosure from a child they should:-

1. Listen - take what the child says seriously
 - accept what the child says
2. Stay calm and in control.
3. Reassure and make the child feel safe.
4. Use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"
5. Do not ask leading or probing questions - it is not our role to investigate
6. Make notes about what was said - noting position of any physical injuries/marks if appropriate, on a body map.
7. Don't promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the Designated Safeguarding Lead) and why.
8. Inform the designated teacher as soon as possible (see reporting procedures) and give them the notes made.

USE TED –

Tell me what happened, **E**xplain how this happened, **D**escribe how this happened

9. Reporting Arrangements for Child Abuse Concerns

- All concerns should be reported if not immediately, as soon as possible and by the end of the session in which the concern arose to the designated safeguarding lead and the deputy safeguarding lead verbally and then recorded using the pink CP slip, or to the most senior member of staff available in their absence.
- Staff members who are unsure or have any doubts should always consult with the Designated Safeguarding Lead.
- Concerns will be discussed with relevant staff that may have additional information to pool, as soon as is appropriate.
- The designated safeguarding lead will plan a course of action as a matter of urgency, and ensure that a written record is made

- The designated safeguarding lead will decide whether, in the best interests of the child, the matter needs to be referred to Social Care. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that one or both of the parents may be the possible abuser (sexual or physical), the parents will be informed immediately. In the case of a disclosure of sexual or physical abuse where a parent is the alleged abuser a conversation between school and children's services will take place as to who is the best agency to inform parents.
- The designated safeguarding lead may seek clarification or advice and consult with the Duty Social Worker before a referral is made. No decision to refer a case to Ealing Integrated Response Service (ECIRS) will be made without the fullest consideration. The safety of the child is our first priority.
- Referrals to outside agencies will usually be made by the designated child protection lead or the deputy designated child protection lead, although any adult may raise concerns directly with social care.
- Staff will be released and covered if they need to attend internal or external child protection meetings.
- In exceptional circumstances, such as in an emergency staff should speak directly to Social Care

10. Recording and Monitoring Concerns

Good records can be the basis of valuable contributions to child protection conferences and court cases, helping to ensure that sound decisions are made.

Records will be kept and logged using the pink CP concerns form, when there is concern in school over:

- Marks on child's body
- Poor standard of appearance or change in standard of appearance
- Unusual/different behaviour -including academic functioning and mood changes
- Puzzling statements or stories from the child
- Information from others

All teachers will be responsible for recording concerns from their own observations or from information given to them by other school staff or other staff who are in regular contact with the child such as the Educational Social Worker (ESW) or the psychologist.

11. Confidentiality

Pupils and their families are entitled to confidentiality but school staff have a duty to share confidential information with other professionals if a pupil is at risk, particularly investigating agencies. A child's welfare will always take precedence in information sharing.

If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer for the child's own sake. Within that context, the child should, however be reassured that the matter will be disclosed only to the people who need to know about it.

Personal information about all pupils' and their families is regarded by those who work in this school as confidential. Staff who receive the information about children and families in the course of their work should have the information only within their professional context.

All records relating to child protection incidents will be maintained by the Designated Safeguarding Lead and deputy, stored securely and only shared as is consistent with the protection of children.

Under the Data Protection Act parents have a right to see all notes, unless the content could jeopardise a child's safety.

12. Working with Parents/Carers

The school will work with parents to support the needs of their child. The welfare of children is paramount however and it is the school's duty to safeguard all children, should a concern arise professional advice may be sought prior to contacting parents. The school aims to help parents understand that the school has a responsibility for the welfare of all pupils and a duty to refer cases to Social Care in the interests of the child. When working with parents, staff will need to have a non-judgmental attitude; respect confidentiality and recognise feelings of guilt, shame, betrayal and anger that may be evident in some circumstances.

This policy is available to all parents on the school website. Printed copies can be requested from the school office.

A poster informing parents/carers of contact details for reporting a concern are displayed on parent notice boards

13. Working with Children

The school will endeavour to support pupils to develop the confidence, skills and knowledge necessary to stay safe and to recognise and report concerns.

The content of the curriculum, in particular the personal, social, health and economic (PSHE) curriculum aims for children to develop an understanding of their rights and develop the skills they need to recognise and stay safe from abuse. During IT lessons children will be taught about the dangers of the internet, at an age appropriate level. Sex and Relationships education is also taught including raising awareness to different family structures to the conventional nuclear family. The curriculum overviews will outline subject content.

The Place2Be counselling service is offered in the school for certain days of the week. The service provides opportunities for children to come forward and talk through emotions and issues during the Place2Talk lunchtime sessions, through targeted 1:1 counselling sessions or through group work. The service also provides support for parents and teachers with regards to dealing with children with emotional and psychological issues. Four volunteer councillors are led by a Project Manager who liaises regularly with the Designated Safeguarding Lead. Any safeguarding issues which arise are reported to the Designated Lead through the normal school reporting procedures.

The school ethos which underpins all school functioning promotes a positive, supportive and secure environment aimed at giving pupils a sense of being valued.

School procedures for managing behaviour, bullying incidents and online-safety support pupils in understanding what acceptable behaviour is and in learning to recognise that some behaviour is unacceptable.

The designated leads will offer guidance and support to staff who are working with pupils living in families experiencing difficulties relating to mental ill-health and/or substance misuse and/or domestic violence. The school will liaise with other agencies that support pupils such as Social Care, Child and Adult Mental Health Service (CAMHS), education welfare service and educational psychology service. Support plans, working in partnerships with outside agencies, will be put in place for pupils who have been subject to abuse.

14. Training and Support

Staff, governors and volunteers are given training to be vigilant in cases of suspected child abuse in order to recognise the signs and symptoms through:

- Whole staff safeguarding training, bi-annually.
- Regular teacher briefing meetings and whole staff updates throughout the school year.
- Externally provided governor training every two years.
- Designated training for the safeguarding lead and deputy designated lead, every two years.
- Staff, student and volunteer first induction meeting
- Courses run by Ealing Safeguarding Children Board as appropriate
- Information and guidance available in the staff, volunteer and student handbooks

Emotional support for staff involved in difficult cases will be provided by the designated teacher and peers will be encouraged to provide a support network. When necessary, support from the local authority will be requested.

SUPPORTING ABUSED CHILDREN

Staff can support abused children by:-

- Listening
- Valuing what they say
- Acting on what has been said
- Boosting their self-esteem and confidence through achievable tasks
- Being consistent - following the behaviour policy
- Allowing a controlled outlet for anger
- Using outside agencies where appropriate
- Being sensitive to their needs
- Not singling them out
- Working with other staff to make an action plan for the child

The designated safeguarding lead, Michael Belsito is the named teacher for Looked After Children (LAC) in school.

The lead will ensure that staff have the skills, knowledge and understanding necessary to keep Looked After children safe.

15. Children who are the subject to court orders

- Where a court order has been presented to the school, it will be scanned and attached to the pupil's profile and annotated in both the quick note section on the front page of the pupil's profile and also in the parent details on the Schools Information Management System (SIMS).
- The information will be shared with relevant staff
- Class teachers are issued with a list of 'adults authorised to collect' and follow a procedure to ensure that children are not collected by anyone other than those authorised.
- The school administrator will issue supply teachers with a list of 'adults authorised to collect', upon their arrival at the school
- Staff are aware that children should not be handed over to adults who are not authorised
- If there is any uncertainty, staff will refer to the designated lead or deputy lead and in their absence the most senior member of staff

Staff running clubs must check with the Office if there is a change with the usual pick up arrangements for **any child**.

16. Children with special educational needs and disabilities

At North Ealing, we acknowledge that additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties
- Reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation
- Isolation

The Designated Safeguarding Lead will liaise closely with the SENCo and appropriate adults to ensure the safety of these children.

17. Peer on Peer abuse

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as "banter" or "part of growing up".

In order to minimise the risk of peer on peer abuse, North Ealing:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develops robust risk assessments where appropriate
- Has relevant policies in place (e.g. behaviour policy).

18. Children Missing From Education

A child going missing from education is a potential indicator of abuse or neglect. The school has in place procedures for dealing with children that go missing from education. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority . Any unexplained absences are followed through immediately as per the school's absence policy. The school will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age,
- Have been permanently excluded.

19. So – called 'honour based violence

So-called 'honour based violence' (HBV) encompasses crimes which have been committed to protect or defend the honour of the family or community. These include the practices of female genital mutilation and forced marriage. All forms of HBV are abuse and must be referred to the DSL who will refer to the appropriate professional agency.

20. Female Genital Mutilation

At North Ealing we recognise that we are in an "FGM Hotspot" nationally and that the girls most at risk are of primary school age (between 6 and 8 years old). North Ealing is aware of its duties and has robust procedures designed to safeguard our girls:

- A robust attendance policy that does not authorise holidays, extended or otherwise
- FGM training for the Designated Child Protection Officer
- Appropriate briefings for staff, particularly at key points in the year
- Clear systems for reporting concerns
- Close liaison between the school office and the Designated Child Protection Officer over absences or concerns and discussions with relevant parents/social services as necessary

Staff are aware of the following key indicators:

Child at risk

- Talk of a "special procedure"

- Talk of vaccinations or talk of absence from school
- Long holidays, especially summer holidays
- A mother or older sibling has already undergone FGM

Child may have undergone FGM

- Prolonged absence from school, with a notable change in behaviour upon return
- Finding it difficult to sit still and appears to be experiencing discomfort or pain
- Spending a long time away from class for toilet breaks
- Asking to be excused from PE or swimming

Under the Serious Crime Act, 2015, teachers have a statutory duty to report cases of FGM on girls under the age of 18 to the police. Suspicions should be reported, as routine procedure, to the CP Lead.

21. Forced Marriage

Forced marriage is a crime in the UK. It is a marriage entered into without the free and full consent of one or both parties and where a threat of violence or other form of coercion (emotional/psychological) is used to force a person into a marriage.

Indications of forced marriage:

- Persistent, unexplained or suspicious absence or truancy
- Request for extended leave of absence to country of origin and failure to return
- Fear about forthcoming school holidays
- Decline in behaviour, engagement, performance, punctuality
- Surveillance by siblings or cousins at school
- Anxiety, depression, low self-esteem, self-harming or eating disorders
- Being withdrawn from school by those with parental responsibility
- Sudden announcement of engagement
- Not allowed to participate in extra-curricular activities

22. Child Sexual exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. Any suspicion of child exploitation should be reported as abuse to the Designated CP Lead.

Indications of children being sexually exploited:

- Regularly missing from school
- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections
- Mood swings or changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour

It also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

23. The Early Years Foundation Stage

All the requirements of this policy apply equally to children in the EYFS so far as they are relevant to this age group. In addition, the following child protection policy and procedure for the EYFS applies, in line with the statutory framework for the Early Years Foundation Stage (2014).

- Parents/carers must leave the early years setting if they need to use their mobile phone.
- Parents/carers are prohibited from taking any photographs or recordings of children in the early years setting, the only exception would be in the event of a class performance.
- The school will seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and they will only use school equipment for this purpose.
- Staff must not use mobile phones whilst children are present unless in an emergency situation (and agreed with a member of SLT).
- School cameras should be used for all recording/photographing purposes both in and out of school. These images should only be printed out at school and staff should not take home any photographs or recordings of children under any circumstances.
- Further information is available in the school policy on acceptable use of technology.

The school actively discourages parents from posting images of pupils taken at school on any social media.

The school will notify Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.

24. Radicalisation and Extremism

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is defined by HM Government 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; and/or calls for the death of members of our armed forces, whether in this country or overseas’

In this school we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others. Children are taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

We recognise that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

We aim to ensure that:

- Pupils are encouraged to adopt and live out our Learning Values. These complement the key “British Values” of tolerance, respect, understanding, compassion and harmonious living.

- Pupils are helped to understand the importance of democracy and freedom of speech, through the curriculum (e.g. PSHE), assemblies and through the election of School Council members
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils are always aware that they have a voice through, for example, the Safeguarding Group, the Student Council, Place2Talk, and Pupil Voice.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil's wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

The school thus exercises its duties under the Counter-Terrorism and Security Act 2015 and ensures that all staff attend 'Prevent' training in respect of radicalisation and extremist behaviour.

25. Reporting concerns of abuse against staff and volunteers

All school staff should take care not to place themselves in a vulnerable position with a child. Staff should always conduct interviews or work with individual children or parents with or in view of other adults. All staff must understand that they are employed in a 'Position of Trust'.

Staff must report to the head teacher any concerns which they have about the safeguarding practice of colleagues and volunteers. The head teacher on all such occasions will discuss the content of the allegation with the LA Designated Officer (LADO) for Child Protection. The School has adopted the local authority procedures for dealing with allegations against staff.

If the complaint is against the Headteacher this must be made to the chair of governors. The Chair will consult with the LA's Lead Officer for Child Protection (LADO).

26. Allegations of sexual abuse made against staff

The School has adopted the local authority procedures for dealing with allegations against staff. Full copies of the procedures are in the Staff Handbook.

Investigations against staff will be conducted by the Headteacher. Investigations against the Headteacher will be carried out by the Chair of Governors with appropriate support from the deputy Headteacher and the Local Authority.

The Ealing LADO (Interim Safeguarding Manager from March 2017) is: Sariah Eagle eagles@ealing.gov.uk Telephone 020 8825 8364.

In Sariah's absence please contact the child protection advisors on 020 8825 8930 who have delegated LADO responsibilities.

27. Safer Recruitment

Most members of the Core team including the school business manager have received safer recruitment training. Appropriate pre-appointment checks will be made for all staff and volunteers undertaking regulated activity as per the guidance in Keeping Children Safe in Education, DfE (2016). Each staff selection panel will contain at least one member trained in Safer Recruitment. Safe staff

checks will be undertaken on all adults working in the school to establish the suitability of a person to work with children in line with Ealing's Safe Recruitment procedures. Records of these checks will be kept in accordance with Part 3 of 'Keeping Children Safe in Education' DfE 2016.

Where another body provides services or activities separately, using the school premises, the Business Manager will ensure that the body concerned has appropriate policies and procedures in place in regard to safer recruitment and safeguarding children.

28. Technology, Mobile Phones and Cameras

Appropriate use of technology, including mobile phones, which capture photographs or video is essential at North Ealing. The use of mobile phones and other recording devices such as iPads does not detract from the quality of supervision and care of children.

Practitioners are able to use their personal mobile phone during their break times or when working away from children. While working with children or in areas where children are present phones must be switched off and kept out of the reach of children, parents and volunteers. An exception to this is the usage of mobile phones which are the property of the school. All staff are made aware of their duty to follow this procedure. (See Online Safety Policy)

29. Visitor Management

The School requires that all visitors comply with its policy and procedures as outlined in the Safeguarding Advice for Visitors and Volunteers. Failure so to do may result in the visitor's escorted departure from the school site and/or being refused permission to access the school site, either temporarily or permanently, in the future. The procedures are designed to safeguard all children and staff under this school's responsibility both during school hours and out of school hours activities which are arranged by the school. The ultimate aim is to ensure that students at North Ealing can learn and enjoy extra-curricular experiences, in an environment where they are safe from harm.

The procedures outline a clear protocol for the admittance of external visitors to the school which is understood by all staff, governors, visitors and parents. It conforms to child protection and safeguarding guidelines. It applies to all non-staff persons accessing the school site and applies during normal school hours, during after-school activities and on school organised (and supervised) off-site activities.

30. Activities out of school hours

This child protection policy applies equally to activities out of school hours. Arrangements for the management of lettings are outlined in our Lettings Policy. Individuals and organisations using the school premises to deliver activities for children (whether on roll at North Ealing or otherwise) are required to provide confirmation of satisfactory safeguarding procedures. Documentation includes, but is not limited to, confirmation that they adhere to safer recruitment procedures, suitable arrangements in the event of non-collection of a child and confirmation that there will be a suitably qualified first-aider on-site during their activity. Site security remains of paramount importance and organisers/club leaders are responsible for the security of the premises and for controlling access thereto.

Monitoring and Evaluation

The policy will be monitored by the governing body and reviewed annually (or earlier if necessary) by the senior management team.

Key Documents

Keeping Children Safe in Education, 2016

Working Together to Safeguard Children, 2015 (with Feb 2017 update)

EGFL – Safeguarding

Ealing Code of Conduct

Responding to Allegations of Abuse Against Teachers

Making a Referral (ECIRS)

Ealing Thresholds of Need

Prevent Strategy

Children Missing Education Statutory Guidance for Local Authorities

Female genital mutilation

Forced Marriage

Fabricated or induced illness

Ealing-Multi-Agency Protocol and Thresholds of Need Guide

Child sexual exploitation Definition and a guide for practitioners, DfE Feb 2017

CHILD PROTECTION PROCEDURES

Appendix 1.

PROCEDURES FOR DEALING WITH DISCLOSURES

It is vital that our actions do not abuse the child further or prejudice further enquiries. If a member of staff receives a disclosure from a child they should:-

Listen - take what the child says seriously
- accept what the child says

1. Stay calm and in control.
2. Reassure and make the child feel safe.
3. Use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"
4. Do not ask leading or probing questions - it is not our role to investigate
5. Make notes about what was said - noting position of any physical injuries/marks if appropriate, on a body map.
6. Don't promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the Designated Safeguarding Lead) and why.
7. Inform the designated teacher as soon as possible (see reporting procedures) and give them the notes made.

USE TED –

Tell me what happened, **E**xplain how this happened, **D**escribe how this happened

REPORTING PROCEDURES

- Urgent concerns which require an immediate response can be given verbally to the designated lead/deputy lead but must be followed up by a written report using the pink CP concerns form. This should happen as soon as possible and within the same session, i.e. morning or afternoon on the same day.
- Reports can be in note form but should be as full and accurate as possible and must include:
 - Full name of child
 - Reporting adult
 - Class
 - Location
 - Time of incident/disclosure by child
 - A factual description
 - Child's account if given
 - Details of the person alleged to have caused the incident/injury (if appropriate)
 - Name of any witnesses and what they reported
- Pink slips should never be left for the Designated Lead without also informing him, or the Deputy Lead, verbally.

Appendix 2

DEALING WITH CHILD PROTECTION ISSUES

URGENT ROUTE - Summary

Follow this route if you have an urgent suspicion or evidence or a disclosure of:-

- Physical abuse - particularly any unexplained injuries or marks on the body
- Sexual abuse
- Emotional abuse
- Neglect

As a matter of urgency, refer to the designated child protection leads verbally, or the most senior member of staff if not available and follow up with a written record on the pink CP concerns slip. Do not leave the class unsupervised but report no later than the end of the teaching session following the disclosure and on the same day and while the child is in school.

The designated child protection lead will collect information from staff

The designated child protection lead will decide if a referral should be made to Social Care (Ealing Children's Integrated Response Service (ECIRS) call centre on 020 8825 8000).

The parents may be asked for information in any case which is not about sexual abuse.

Advice might be sought from the Social Care Child Protection Advisory and Consultation Service

If Social Care have become involved the verbal referral will be backed up by a written referral on the standard Social Care referral form, which will then be faxed or securely emailed via Switch Egress to the appropriate department.

The designated child protection lead will give feedback on any action plan, to the staff involved

Written referrals and subsequent reports of the event will be filed in the locked filing cabinet in the office of the Designated Lead.

Support for the child will be planned and delivered

The class teacher and other involved staff will continue to monitor the child and refer back to the designated child protection teacher if applicable.

URGENT ROUTE - Detailed Procedures

If a teaching or support member of staff suspects, or has evidence of, or hears a disclosure of abuse, then within the same day, whilst the child is still at school, the following steps should be taken.

The staff member with the concerns tells the school's designated lead for child protection

Staff should go to the deputy lead or the most senior member of staff on the day if the designated lead is absent.

The designated lead will consult all staff that may have knowledge of the child's welfare, i.e. previous class teacher, classroom support assistants, other staff who work with the class.

The designated lead or deputy may see the child and the child may want to share their concerns. School staff should not question a child about sexual abuse concerns as this requires specialised training and should be left to the police child protection team or social care.

It may be appropriate to discuss the matter with the parent at this stage - it would never be appropriate to discuss issues of sexual abuse with the parent.

The designated lead must then decide if a referral to the Social Care call centre is required. Where a concern is shared by several agencies, i.e. by the school, the school nurse, the school medical officer, each agency must report it independently to Social Care.

Whatever the decision, the reasons for it and details, dates and times of what was said and/or seen by teachers, pupil and parents should be recorded on the pink CP slips and stored in the pupil's file in the Designated Lead's office. Explanations of injuries given by parents and the child should be accurately detailed. Any opinion about the explanation should be noted as well but should not obscure the actual words used by the teller.

If there is uncertainty about whether to refer, then the designated lead for child protection or the deputy should consult one or all of the following:

- 1) The pages in these procedures which give details of signs, symptoms and indicators of abuse;
- 2) The Social Care office for the child's home address;
- 3) The LBE and Social Services Child Protection Advisory and Consultation Service
- 4) The LBE's designated officer for child protection
- 5) The London Child Protection Procedures

- Referrals should be made by phone to Ealing Children's Integrated Response Service (ECIRS) call centre on 020 8825 8000. They will then pass the referral to the office for the child's home address. The cause for concern, the facts of the case, information about siblings, past worries, contact with parents, any explanations offered, and any opinion, hearsay and judgement on the facts should be filled in on the standard CHILD AND FAMILY ENQUIRY/ REFERRAL FORM –electronic copies of the form are in M:\SMT\Child Protection\child protection forms. ECIRS should be asked to keep the school informed of developments.
- The referral, and the details for it, should then be confirmed in writing and faxed to the relevant office.
- When talking to ECIRS, it should be agreed who will tell the parents about the referral, and when this will happen. These decisions depend on the circumstances of individual cases.
- In cases of sexual abuse the concerns must not be discussed with parents. Social Care will do this only after an inter-agency strategy meeting. School staff will be invited to this meeting. Advance warning may allow an abuser to bribe or intimidate a child. The same may apply in cases of physical abuse. Advising parents of the referral should happen after a discussion with Social Services.
- Depending on the case and its outcome, then at the appropriate time, senior school staff will need to advise parents of the school's actions and duty in the area of child protection. This can involve reference to the latest Government procedures that school must follow in such cases as well as acknowledgement of parents' anger, distress or anxiety.
- A member of staff should be allocated to talk to the child to acknowledge the referral and the concerns. How this will actually be done will depend on the age of the child. The child should be told who knows about the incident and they should be encouraged to approach staff at any time if they wish to discuss any worries. The child must be reassured that:

- They were not to blame for any abuse;
- They did the right thing in letting others know about it;
- Adults will try to protect them.
- Child abuse referral is a difficult and emotional task and allows for differing judgements. During or after a referral or investigation staff may wish to discuss what action should be taken as well as their own feelings about the case. The LBE's designated officer will, if contacted, organise appropriate support for staff.
- If staff feel that the response from Social Care is not correct, the designated lead must challenge it. This is accepted and expected practice by Social Care and all agencies involved in child protection in Ealing. Initially the complaint should go to the Social Care Team Leader, then to the Social Care Area Office Manager. The matter should also be raised with the LBE's designated officer.

SCHOOL BASED PROCEDURES WHEN A CHILD IS ON THE CHILD PROTECTION REGISTER

- When the school receives information and / or notification from Social Care about a child on the child protection register the information will go into the child's file which will be kept separate from other school records and stored in the locked filing cabinet, in the office of the designated lead. Access will be controlled. Hard copies of documents for pupils subject to CIN or Child Protection plans will also be kept in the locked filing cabinet.
- The information will be shared on a 'need to know' basis with the senior staff and other staff who work directly with the child.
- The designated lead or deputy will generally represent the school at child protection meetings. If they are unable to attend then another member of the SLT will be asked to attend.
- Academic progress, attendance, social development, information from the pastoral file and any other relevant information will be included in the schools report to the conference, which will be filled in on the standard social services form.
- Concerns noted by the school once the child is registered will be referred to the designated child protection lead.
- The child's progress will be monitored by the class teacher who will report any concerns to the appropriate DHT/ designated lead. If the child has been registered for special educational needs the SENDCO will also discuss the child with the class teacher as appropriate.
- The designated teacher will advise social care when a pupil leaves the school.

CONFIDENTIALITY

Always be aware of your legal responsibilities which are:-

- Never promise a child that their disclosures will remain a secret or confidential - staff have a responsibility to pass information on to the relevant people
- To share relevant information about the protection of children with other professionals, particularly investigative agencies
- To respect the privacy of parents by not leaving paper work where it can be seen by people who are not entitled to read it
- Not to divulge information to people other than on a need to know basis

Always follow school policy and procedures.

Never make promises to a child that cannot be kept - always tell the truth.

If in doubt discuss matters with the Headteacher or deputy head.

Child protection records should always be kept in the locked filing cabinet in the Designated Lead's office. Access will be limited to people who have a 'need to know'.

Statements should be written with the assumption that they are going to be SEEN by parents. The statements should clearly state whether it is OPINION or FACTUAL information being reported.

If appropriate other members of staff will be made aware of a child experiencing difficulties, without any of the background details.

Everybody involved will be kept up to date with any changes.

The school cannot prevent a parent from collecting their child without a court order.

If a court order is in place the name of the child will be underlined on the 'Authority to Collect' class list

Appendix 4

CHARACTERISTICS OF DIFFERENT TYPES OF ABUSE

Physical Abuse

Bruising - position of marks

Changes in behaviour or attitude to work

Flinching

Aggressive behaviour

Appearing withdrawn

Reluctance to change clothes

Fear of adults - mistrust

Eating/over/under (obsessive behaviour *any)

Reluctance to make physical contact

Reluctance to go home

Relationships with peers/adults

Emotions - inappropriate responses

Children always have an unlikely reason for their injuries

Refusal to talk about injury - different accounts of injury

Tell you they've been hit/other source

Frequent absences

Protection of abuser

Show no pain - appear 'hard'

Untreated injuries

Emotional Abuse

Passive - crying tearful

Self harm - cry for help

Excuse abuser

Fear of new situations

Possessive

Aggressive frustration - taking it out on others

Masturbation

Easy target for bullying

Fear

Lack confidence

Attention seeking

Avoidance of eye contact

Learning problems

Self mutilation

Upset easily

Collecting things - obsessive behaviour

Behaviour problems

Tiredness

Having older peers as friends

Secretive/Withdrawn - aloof/catatonic

Few friends - not joining in

Sexual Abuse

Physical signs /marks on body

Pressure marks for being restrained, scratches, bruising, burns, bite marks

Repeated infections - urinary

Imitating sexual acts

Masturbating

Touching themselves/others

Pulling trousers down

Age inappropriate sexual knowledge

Emotional signs

Withdrawn Low concentration

Erratic mood changes - aggressiveness, tears, etc.

Inappropriate sexual awareness - role play etc. and language used

Refusing to stay or go with certain people

Low concentration - change of work produced

Seek physical contact with adult

Inappropriate touching of adults by children/adults and children or fear of "physical contact" with others (flinching)

Signs of discharges on clothing

Blood on underwear

Some not wanting to go to the toilet

Always doing something other than work

Eating problems - over/under eating

Neglect

Behaviour problems

Hungry and food content in pack lunch inappropriate

Soak up attention

Unexplained injuries - conflicting reasons given

Clothing in poor condition or dirty

Loners - lack friends (withdrawn - medication)

Medical problems/attention

Stealing

State/quality of person collecting or responsible for child (parent or carer)

Personal hygiene and appearance, skin colour, physique

Thumb sucking (hunger) rocking

Tired/lack of concentration

Inadequate supervision

Crying easily

Absence/lateness

Excuses/lying

Aggression (retaliating)

Depression - low self-esteem

Difficulty contacting parent

Relationships problems

Lots of siblings - eldest to look after others

