



# **Child Protection and Safeguarding Policy 2016**

**Reviewed:** September 2016

**Review Date:** September 2017

**Nexus Education Schools Trust (NEST)**  
*group of schools*

# Farnborough Primary School

## Child Protection and Safeguarding Policy

Designated Child Protection/Safeguarding Officer: *Mrs L Ashley & Mrs C Browne heads of School*

Deputy Child Protection/Safeguarding Officer: *Mrs B Jones*

Designated Governor for Child Protection/Safeguarding: *Mrs N Kimber*

Other designated member staff: *Mrs K Panayi*

### **1. Introduction**

The governors and staff of Farnborough Primary School fully recognise their responsibility for the safeguarding and protection of pupils. All governors and staff, including volunteers, have a full and active part to play in protecting children and young people from harm. The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

The school recognises that Safeguarding and Promoting Welfare covers much more than child protection and so this policy will operate in conjunction with other related policies and procedures, such as the School Anti-Bullying Policy, the Equal Opportunities Policy, the Code of Conduct and School Rules, the Behaviour and Discipline Policy, the SEN Policy, the ICT Code of Conduct, the Health and Safety Policy, Extremism Policy, the Whistleblowing procedures and procedures for managing allegations against staff.

The school encourages the children in our care to raise any concerns that they might have and ensure that these are taken seriously. We will also encourage pupils to contribute their own ideas, according to their age and understanding, about how their safety and welfare could be further improved.

We are committed to working in partnership with parents, child protection agencies and diverse communities, to continuously develop and improve the Safeguarding Culture within our school.

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual pupil. The safeguarding policy will therefore underpin and support the development and implementation of all our activities in schools.

All employees receive this policy annually. Part time and voluntary staff are made aware of the arrangements through the Line Management system.

Farnborough Primary School undertakes that any deficiencies or weaknesses in child protection arrangements are remedied without delay.

### **2. Aims**

- To support the child's development in ways that will foster security, confidence and independence ensuring that the Every Child matters five outcomes are achieved.
- to help keep our pupils safe by providing a safe environment for them and to educate them about keeping themselves safe.
- To raise awareness of all staff, including volunteers, of the need to safeguard children and of their responsibilities in identifying and reporting possible case of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.

- The school will have procedures and protocols which will be followed by all staff in cases of suspected abuse and /or the need for care.
- To develop and promote working relationships with other agencies. See *Working Together To Safeguard Children*.
- To ensure that all adults who have access to children have been checked as to their suitability and have an enhanced DBS, as well as a List 99 check. The school will implement recruitment procedures as recommended in *Safeguarding Children Safe in Education 2016* meet the requirements of the Independent Safeguarding Authority Vetting and Barring Scheme

### 3. Procedures

Our procedures will be in line with *Bromley and London Child Protection Procedures 2007*. We will ensure that:

We have a Designated Member of staff/Officer who will, in line with recommendations in the *Safeguarding Children and Safer Recruitment 2007*, (2.19) undertake multiagency training and refresher training at two yearly intervals. All other staff will undertake training and refresher training at three yearly intervals. Training Log attached

- All members of staff develop their understanding of the signs and indicators of abuse or need. *Appendix 1*
  - All members of staff know how to respond to a pupil who discloses abuse. *Appendix 2 and 'What to do if you think a child is being abused'*.
  - All staff will be kept up-dated on safeguarding issues and will be able to identify concerns and understand procedures to protect and safeguard children and young people.
- 5.2 The school knows how to identify and respond to:
- Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.
  - child missing from education
  - child missing from home or care
  - child sexual exploitation (CSE)
  - bullying including cyberbullying
  - domestic violence
  - drugs
  - fabricated or induced illness
  - faith abuse
  - female genital mutilation (FGM)
  - forced marriage
  - gangs and youth violence
  - gender-based violence/violence against women and girls (VAWG)
  - mental health
  - private fostering
  - preventing radicalisation
  - sexting
  - trafficking
- All members of staff are aware of any immediate/urgent action required to assist the child, e.g. emergency medical treatment.
  - All parents/carers will be made aware of the school's Child Protection/Safeguarding Procedures via the prospectus and school web site and the policy will be made available to parents on request.
  - All staff are responsible for reporting concerns regarding a colleague's behaviour. See *Whistle-blowing Procedures*.

- The school's procedures will be reviewed and up-dated annually.
- All staff will have seen a copy of this policy and new staff will be given a copy as part of their induction programme.
- Governors will receive regular reports about numbers of child protection referrals, allegations against school staff and other child protection/safeguarding matters.

#### 4. Responsibilities

The Designated Officer is responsible for:

- Adhering to the *London Child Protection Procedures 2007, Bromley Safeguarding Children Board and School policies* with regard to referring a child if there are concerns about possible abuse. See *Appendix Three –checklist for Recording*
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring all records are kept confidentially and securely and are separate from pupil records.
- Ensuring that the following procedures are carried out for any pupil subject to a Child Protection Plan. On day **one** of any absence from school a trained member of staff will telephone the home. If there is no reply from the home and/or there are concerns for the child's wellbeing Social Care, and Education Welfare should be contacted. See *London Safeguarding Children Board Good Practice guidance for "Safeguarding Children Missing From School" procedures 3.3.1, 3.3.2 and 3.3.3.*

#### 5. GOVERNING BODY RESPONSIBILITIES

The Governing Body fully recognises and complies with its legal responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance. "Keeping Children Safe in Education" September 2016

##### **Governors must ensure:**

- 8.1 the school has Child Protection procedures in place.
- 8.2 the Governing Body reviews its Safeguarding policy and procedures annually.
- 8.3 the Governing Body approves the LA annual Safeguarding Audit.
- 8.4 undertakes a review of behaviour and safety (safeguarding) as part of the Governing Body Self-Evaluation on a regular basis.

##### **Inter-Agency Working:**

- The Governing Body should ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2015*. This includes providing a co-ordinated offer of early help when additional needs of children are identified.
- The Governing Body should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB). As documented in <https://www.croydon.gov.uk/sites/default/files/articles/downloads/ehsi-overview.pdf>
- the Governing Body has nominated the Chair to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher

#### 6. Supporting Children

- We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Support will be given to all pupils by:

- Encouraging self-esteem and self assertiveness while not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved with the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school, by ensuring that appropriate information is forwarded to the pupil's new school under confidential cover.
- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHCE and Citizenship which equip children with the skills they need to stay safe from harm and to know whom they should turn to for help.

### **Allegations of abuse made against other children**

We recognise that children are capable of abusing their peers. Our Governing body and Headteacher makes sure that our safeguarding policy and child protection policy includes procedures to minimise the risk of peer on peer abuse.

#### ***Managing Peer on Peer Allegations***

At Farnborough Primary School there is an established ethos of respect, friendship, courtesy and kindness with a clear, high profile Behaviour Policy which sets out our expectations and consequences for unacceptable behaviour together with visible staff presence. We seek to educate all pupils on healthy relationships through the curriculum. However we recognise despite this we need to be alert to peer on peer abuse. See Peer Abuse Policy for procedures.

### **7. Confidentiality**

- We recognise that all matters relating to Child Protection are confidential.
- The Head Teacher or the Designated Officer will disclose any information about a pupil to other staff on a 'need to know' basis only.
- All staff must be aware that they have a professional responsibility to disclose information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.

### **8. Supporting Staff**

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Officer and to seek further support as appropriate.

### **9. Allegations Against Staff**

- We understand that a pupil may make an allegation against a member of staff.
- If such an allegation is made, the member of staff receiving the allegation will a) take the allegation seriously b) ensure the child is safe and supported and c) inform the Head Teacher as soon as possible. The member of staff should then accurately record what they have been informed/observed.
- The Head Teacher, on all such occasions, will discuss the content of the allegation with the Local Authority Designated Officer (Lead Officer for Education Safeguarding – *Miss Rita Pada* ).

- If an allegation is made against the Head Teacher then the Chair of Governors - **Mr P Chandler** must be informed and they will then discuss the allegation with the Local Authority Designated Officer.
- The school will follow both the London and Bromley's Safeguarding Children Boards protocols for managing allegations. *Circular 095/07, Safeguarding Children and Safer Recruitment in Education (Chapter 5) and the London Child Protection Procedures.*  
*Bromley Safeguarding Children's Board – [www.bromleysafeguarding.org](http://www.bromleysafeguarding.org)*

## 10. Physical Intervention/Positive Handling

- Our policy on physical intervention/positive handling by staff is set out separately, as part of our Whole School Positive Behaviour Policy. It complies with LA Guidance, 'The Use of Restraint and Positive Handling in Schools' This policy states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times, it must be the minimal force necessary to prevent injury to another person.
- Such events should be recorded and signed by a witness.
- Staff who are likely to need to use physical intervention should be appropriately trained.
- We understand that physical intervention of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures.

## 11. Extremism and Radicalisation

- Please refer to our Extremism and Radicalisation Safeguarding Policy for the full procedural framework on our safeguarding duties in protecting our pupils from extremism and radicalisation.
- We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly influenced by extremist materials or influences we will ensure that pupil is offered mentoring. In such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.
- However, staff at Farnborough Primary School will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)
- Therefore all adults working in Farnborough Primary School (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher, including any harm through extremism or radicalisation.

## 12. Safer Recruitment

- The School will implement their responsibilities for safer recruitment strategies as recommended in *Safeguarding Children and Safer Recruitment 2007*.
- This will include appropriate training for Head Teachers and others who recruit and select staff and volunteers. These staff will attend the NCSL Safer Recruitment training.
- As part of the Safer Recruitment process all staff being offered positions within the school should have their offers made subject to an enhanced CRB check.
- These checks should be renewed every three years.

## 13. Making A Child Protection Referral

Who to contact:

Referral and Assessment Team – West/Penge

Yeoman House, 4<sup>th</sup> Floor, 57-63 Croydon Road, Penge SE20 7TS

020 8461 7050

Monday – Thursday 8.45am-5.00pm

Friday 8.45am-4.45pm

Referral and Assessment Team – East/Orpington

The Walnuts, High Street, Orpington BR6 0UN

020 8461 7319

Monday – Thursday 8.45am-5.00pm

Friday 8.45-5.00pm

Out of Hours – Emergency Duty Team

020 8464 4848

Monday to Thursday 5.00pm-8.45am

Weekends and Bank Holidays 5.00pm – 9.00am the next working day

- Seek advice from the Duty Social Worker if you are unsure whether to make a referral.
- All referrals should be sent in writing using the multi-agency referral form. The exception is in the case of urgent child protection, where the referral will be taken over the telephone and followed up in writing by the next working day (24-72 hours).
- With few exceptions the parents should be informed a referral is being made. If you are unsure consult a Duty Social Worker prior to sending the referral.

#### **14. Common Assessment Framework**

The CAF is designed as an assessment tool to facilitate early intervention and cooperation between agencies to improve outcomes for children/young people with additional needs.

You might use a CAF:

- If you are concerned about how the child/young person is progressing in terms of their health, welfare, behaviour, learning or any other aspect of their wellbeing.
- You receive a request from the child/young person or parent/carer for more support.
- You are concerned about the child/young person's appearance or behaviour, but their needs are unclear or are broader than your service can address.
- You want to use the CAF to help you identify the needs of the child/young person and/or to pool knowledge and expertise with other agencies to support the child/young person better.

*Please refer to the Bromley Safeguarding Thresholds Guidance*

#### **15. Case Conferences**

- If invited to a Child Protection Case Conference staff will be given priority to attend.
- A full report should be taken to the Conference or sent (if unavoidably unable to attend). See *Appendix Four*

## **APPENDIX ONE**

### **DEFINITIONS OF CHILD ABUSE AND NEGLECT**

Whenever a concern is raised that a child may be being harmed in one or more of the following ways:

#### **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 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. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying 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.

#### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

#### **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 care-givers), ensure access to appropriate medical care or treatment. It may also include neglect of or unresponsiveness to a child's basic emotional needs.



## APPENDIX TWO

### WHAT TO DO WHEN A CHILD DISCLOSES ABUSE

- Stay calm and reassuring.
- *The steps below are generally completed by members of trained staff, however if this possible then staff should follow this guidance*
- Arrange a time and place to talk privately immediately after the child has initiated contact
- Explain that you cannot promise to keep what the child tells you a secret - you may have to contact a social worker or the police
- Don't make any other promises to the child - the situation may cause you to react emotionally
- Listen and reassure
- **Do not press for details** - this is likely to need further and possibly extensive investigation. It is better for the child if s/he does not have to repeat the details unnecessarily. This could also compromise a potential criminal investigation.
- Tell the child that s/he was right to tell - that s/he is not to blame for the incident. Let the child know that you understand how difficult it is to talk about such experiences. Thank the child.
- As soon as possible afterwards, record your conversation with the child. Remember the child's exact words. Record your own statements to the child
- **Refer**
- Debrief with your line manager

**Note:** A wide range of situations can fall into the category of "disclosure". Because it is impossible to know in advance what a child will say, it is advisable to always follow these suggestions.

Many victims of child abuse say that having the first person they told be supportive was the first step in recovering from their experience.

## APPENDIX THREE

### CHILD PROTECTION PROCEDURES PHYSICAL INJURY TO CHILDREN

#### Checklist for Recording

- When you notice an injury to a child which needs to be recorded, try to record the following information in respect of each mark:
- Exact position of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in approximate centimetres or inches (or use indicators e.g. size of one pence coin, etc.)
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff, etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot/does the child feel hot?
- Does the child feel pain?

**Note:** Do not attempt to guess at things beyond your own field of expertise, e.g. age of injury.

Only record visible injuries; do not strip children. If the child is injured Children's Social Care will arrange for a Child Protection Medical.

#### Also record

- Explanation for the injury:
  - Child (use child's own words)
  - Adult
- General appearance of the child:
  - Clothing
  - Hygiene
- Child's attitude/demeanour
- Parent's attitude
- Action taken/proposed
  - In your view, does the child need treatment?
- Your name, designation, agency, telephone number
- Date and time of your observation

**APPENDIX FOUR**

**FORMAT FOR REPORT FOR A CHILD PROTECTION  
CONFERENCE**

Reports for conference should aim to be not longer than two to three sides of A4.

Reports should contain principally fact and direct observation. Keep opinion to a minimum, and only opinion which can be evidenced by fact.

**Report for Child Protection Conference**

Name of Child:

Date of Birth:

Address:

1. How long child/children have been at school, and if appropriate names and dates of any previous schools

Reason for referral to agency if applicable

Services offered/ referrals made

2. Brief information re. the child

Health

General Progress

School Attendance

Who brings/collects

Communication Skills

Social Skills

Relationships peers/staff/family

Child's response to school

3. Comments, if any, re. the incident leading to the conference

4. Any historical information regarding the family and child, of relevance

5. Any comments regarding other members of the child's family - parents/carers/extended family/siblings

Name of Author:.....

Designation of Author:.....

Date:.....

## APPENDIX FIVE

### WHAT TO DO WHEN A CONCERN IS RAISE REGARDING EXTREMISM OR RADICALISATION

- Stay calm and reassuring.
- *The steps below are generally completed by members of trained staff, however if this possible then staff should follow this guidance*
- Arrange a time and place to talk privately immediately after the child has initiated contact
- Explain that you cannot promise to keep what the child tells you a secret - you may have to contact a social worker or the police
- Don't make any other promises to the child - the situation may cause you to react emotionally
- Listen and reassure
- **Do not press for details** - this is likely to need further and possibly extensive investigation. It is better for the child if s/he does not have to repeat the details unnecessarily. This could also compromise a potential criminal investigation.
- Tell the child that s/he was right to tell - that s/he is not to blame for the incident. Let the child know that you understand how difficult it is to talk about such experiences. Thank the child.
- As soon as possible afterwards, record your conversation with the child on a Blue child protection form kept in the staff room. Remember the child's exact words. Record your own statements to the child
- **Refer**
- Debrief with you line manager

**Note:** A wide range of situations can fall into the category of "disclosure". Because it is impossible to know in advance what a child will say, it is advisable to always follow these suggestions.

Many victims of child abuse say that having the first person they told be supportive was the first step in recovering from their experience.

If any person has a concern regarding abuse, extremism or radicalisation then these concerns **MUST** be raised with a line manager and recorded on a child protection blue form

**Signed:** Chair of Governors

**Signed:** Governor with responsibility for Inclusion or Equality

**Signed:** Headteacher

**Date:**